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English *Plus*

Student's Book 3

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English



Plus

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CONTENTS

UNIT	VOCABULARY	LANGUAGE FOCUS	
Starter unit	p4 Adjectives <i>easy, cheap, rare, far, etc.</i>	p5 Comparative and superlative adjectives; Present simple Key phrases: Comparing	

UNIT	VOCABULARY AND LANGUAGE FOCUS	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING	
1 TV and news	p8–9 Television <i>show, advert, viewer, channel, etc.</i> Key phrases: Comparing opinions <i>was, were, there was, there were</i>	p10 Reality TV Build your vocabulary: Regular and irregular verbs	p11 Past simple	p12 On TV <i>drama series, documentary, reality show, chat show, etc.</i> Study strategy: Listening for specific information	
Review: Unit 1 p16 Project: A TV programme p17					
2 Disposable world	p18–19 Household goods <i>bottle, roll, carton, can, etc.</i> Key phrases: Saying numbers <i>much, many, a lot of, some, any</i>	p20 The 'no impact' family Study strategy: Predicting Build your vocabulary: Compound nouns	p21 Relative pronouns	p22 Pollution and the environment <i>recycle, reuse, save, pollute, etc.</i>	
Review: Unit 2 p26 Cumulative review: Starter–Unit 2 p27					
3 Life online	p28–29 The internet <i>email, instant messaging, file sharing, etc.</i> Present perfect: affirmative and negative	p30 Internet addiction Study strategy: Matching headings with paragraphs Build your vocabulary: Verb and noun collocations	p31 Present perfect: regular and irregular verbs	p32 Cybercrime <i>hacker, virus, password, firewall, etc.</i>	
Review: Unit 3 p36 Project: A website plan p37					
4 Fame	p38–39 Adjectives: personality <i>friendly, sensitive, ambitious, etc.</i> Adverbs of degree Study strategy: Identifying cognates and false friends Key phrases: Describing people	p40 Celebrity culture Build your vocabulary: Prefixes and suffixes	p41 Present perfect + <i>still, yet, just and already</i>	p42 Nouns and adjectives: personal qualities <i>style, stylish, skill, skillful, etc.</i> Key phrases: Talking about qualities	
Review: Unit 4 p46 Cumulative review: Starter–Unit 4 p47					
5 School life	p48–49 School life: verbs <i>get good marks, pass exams, play truant, etc.</i> <i>should and must</i>	p50 Cheating Build your vocabulary: American English Key phrases: Agreeing and disagreeing	p51 <i>have to</i> and <i>don't have to</i>	p52 School life: nouns <i>mixed schools, single-sex schools, state schools, etc.</i>	
Review: Unit 5 p56 Project: A survey p57					
6 Take action	p58–59 Action and protest <i>publicize, campaign, boycott, etc.</i> Key phrases: Making suggestions <i>will and might</i>	p60 The food waste scandal Build your vocabulary: Negative prefixes: <i>un-, im-, and in-</i>	p61 First conditional	p62 Phrasal verbs: a campaign <i>look after, wipe out, carry on, end up, etc.</i> Study strategy: Making your own examples	
Review: Unit 6 p66 Cumulative review: Starter–Unit 6 p67					
7 Film and fiction	p68–69 Books and films: genres <i>comedy, thriller, drama, etc.</i> Verbs + <i>-ing/to</i> Key phrases: Expressing likes and dislikes	p70 Movie technology Study strategy: Finding specific information Build your vocabulary: Suffixes: <i>-er</i> and <i>-or</i>	p71 <i>could, can, will be able to</i>	p72 Books and films: features <i>beginning, ending, special effects, setting, etc.</i>	
Review: Unit 7 p76 Project: A film poster p77					
8 Art	p78–79 Nouns: art <i>painting, sculpture, gallery, portrait, etc.</i> Present passive: affirmative and negative	p80 Dada Build your vocabulary: Synonyms	p81 Past passive: affirmative and negative	p82 Adjectives: describing art <i>beautiful, controversial, amusing, shocking, etc.</i> Study strategy: Marking word stress	
Review: Unit 8 p86 Cumulative review: Starter–Unit 8 p87					
English Plus Options: p88 Extra listening and speaking; p96 Curriculum extra; p104 Culture; p112 Vocabulary bank					

VOCABULARY		LANGUAGE FOCUS	
<p>p6 Routines <i>do your homework, get home, go to sleep, etc.</i></p> <p>Key phrases: Time words</p>		<p>p7 Present tenses</p>	
LANGUAGE FOCUS	SPEAKING	WRITING	ENGLISH PLUS OPTIONS
<p>p13 Past tenses</p>	<p>p14 My news Key phrases: Talking about news</p>	<p>p15 A news article Key phrases: Writing a news item Language point: Time connectors</p>	<p>p88 Extra listening and speaking: Deciding what to watch on TV p96 Curriculum extra: Technology: Television p104 Culture: Television in the USA p112 Vocabulary bank: Regular and irregular verbs; TV</p>
<p>p23 <i>too, too much, too many, enough, not enough</i></p>	<p>p24 Offering and asking for help Key phrases: Offering and asking for help</p>	<p>p25 An environmental problem Key phrases: Writing an email Language point: <i>so</i> and <i>because</i></p>	<p>p89 Extra listening and speaking: Explaining what you want to buy p97 Curriculum extra: Geography: Sustainable development p105 Culture: Clean Up the World p113 Vocabulary bank: Compound nouns; Waste</p>
<p>p33 Present perfect: questions Key phrases: Experiences</p>	<p>p34 Apologizing and explaining Key phrases: Apologizing and explaining</p>	<p>p35 A comment on a website Key phrases: Expressing opinions Language point: Addition and contrast linkers</p>	<p>p90 Extra listening and speaking: Talking about websites p98 Curriculum extra: Technology: The internet – wikis p106 Culture: Social networks around the world p114 Vocabulary bank: Verb and noun collocations; Personal details</p>
<p>p43 <i>for</i> and <i>since</i>; Present perfect and past simple</p>	<p>p44 Identifying and describing people Key phrases: Identifying people</p>	<p>p45 A biography Key phrases: A biography Language point: Order of adjectives</p>	<p>p91 Extra listening and speaking: Describing people p99 Curriculum extra: Language and literature: Newspapers p107 Culture: Teenage magazines p115 Vocabulary bank: Prefixes and suffixes; Music</p>
<p>p53 <i>should, must</i> and <i>have to</i> Study strategy: Improving your English</p>	<p>p54 Asking for and giving advice Key phrases: Asking for and giving advice</p>	<p>p55 An opinion essay Key phrases: Expressing opinions Language point: Ordering information</p>	<p>p92 Extra listening and speaking: Talking about your school p100 Curriculum extra: Citizenship: The school community p108 Culture: Studying abroad p116 Vocabulary bank: American English; School</p>
<p>p63 <i>be going to</i> and <i>will</i> Plans and predictions; intentions and instant decisions</p>	<p>p64 Plans and arrangements Key phrases: Donating money Language point: Present continuous for future arrangements</p>	<p>p65 A formal letter Key phrases: Formal letters Language point: Explaining</p>	<p>p93 Extra listening and speaking: Interviewing a campaigner p101 Curriculum extra: Geography: Natural environments p109 Culture: Charities: Comic Relief p117 Vocabulary bank: Negative prefixes: <i>un-</i>, <i>im-</i> and <i>in-</i>; The environment</p>
<p>p73 Second conditional</p>	<p>p74 Expressing preferences and recommending Key phrases: Recommending and responding</p>	<p>p75 A review of a book or a film Key phrases: Facts and opinions Language point: Paragraphs and topic sentences</p>	<p>p94 Extra listening and speaking: Interviewing someone about a film p102 Curriculum extra: Language and literature: Word building – nouns p110 Culture: The British film industry p118 Vocabulary bank: Suffixes: <i>-er</i> and <i>-or</i>; Film-making</p>
<p>p83 Present and past passive: affirmative, negative and questions Key phrases: Doing a quiz</p>	<p>p84 Expressing doubt Key phrases: Describing art</p>	<p>p85 A description of a piece of art Key phrases: Describing a painting Language point: Using synonyms</p>	<p>p95 Extra listening and speaking: Discussing a picture p103 Curriculum extra: Visual arts: Art movements of the 20th century p111 Culture: Graffiti artists – past and present p119 Vocabulary bank: Synonyms; Works of art</p>

Starter unit

VOCABULARY ■ Adjectives

I can use adjectives to talk about the world around me.

- 1 1.02 Match adjectives 1–12 with their opposites in the box. Then listen and check.

easy cheap rare useless near quiet
unhealthy weak heavy clean exciting
dangerous

- | | | |
|-------------|-----------|-------------|
| 1 expensive | 5 safe | 9 difficult |
| 2 common | 6 healthy | 10 light |
| 3 powerful | 7 dirty | 11 useful |
| 4 noisy | 8 far | 12 boring |

- 2 1.03 Work in pairs. Choose the correct words in *The world around you* quiz. Then think of an answer for each description 1–6. Listen and check.

- 3 **ACTIVATE** Think of an example for 1–8. Then ask and answer with a partner.

It's an exciting sport.
It begins with the letter 'b'.

Is it basketball?

- | | |
|---------------------|-----------------------|
| 1 an exciting sport | 5 a dangerous animal |
| 2 a powerful person | 6 a common material |
| 3 a healthy food | 7 a difficult subject |
| 4 a useful machine | 8 a boring film |

Finished?

Write more quiz items with the adjectives in exercise 1.

You wear this when you want to be safe on your bike.

The world around you



- 2 This city has a population of more than 13 million people. It's one of the biggest cities in the world and it's very **noisy** / **useful**. People don't speak English here.



- 3 This is a **rare** / **common** insect and it's also one of the most dangerous because it causes malaria. It doesn't live in cold countries and it loves dirty water.

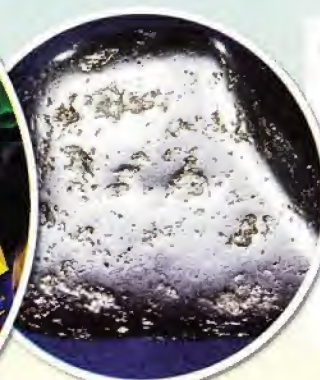


- 1 This planet is the furthest from the Sun. It is further than Jupiter. It takes 165 Earth years to go around the Sun. Mercury is the nearest to the Sun, but it's also the hottest. Earth is also quite **safe** / **near** – a distance of about 149 million kilometres.



- 4 These animals are **difficult** / **powerful** and intelligent. They've got the heaviest brains in the animal kingdom. They eat fish. A newborn baby is over 500 kg!

- 5 This is one of the most common materials in houses around the world. It's **cheap** / **healthy** and useful. We make it from oil.



- 6 This metal is heavier than gold and it's also rarer and more **clean** / **expensive**. It's got a silver-white colour and it costs about €25,000 per kilo. We make jewellery with it.

Comparative and superlative adjectives

1 Complete the tables with adjectives from the quiz on page 4. Then answer questions 1–3.

Comparative adjectives
Platinum is heavier and it's also ¹ _____.
Platinum is more ² _____.
Neptune is ³ _____ than Jupiter.

Superlative adjectives
Mercury is the ⁴ _____ to the Sun. It's also the ⁵ _____.
Plastic is one of the most ⁶ _____ materials.
Neptune is the ⁷ _____ from the Sun.

- 1 What are the rules for forming comparatives and superlatives of short adjectives?
- 2 What are the rules for forming comparatives and superlatives of long adjectives?
- 3 Which adjective is irregular?

More practice ⇨ Workbook page 5

2 Write a comparative and superlative sentence for each group of words.

a holiday, an exam, a DVD (exciting)
A DVD is *more exciting* than an exam. A holiday is the *most exciting*.

- 1 a koala, a leopard, a horse (slow)
- 2 cars, video games, magazines (expensive)
- 3 burgers, chocolate, fizzy drinks (bad for you)
- 4 train, plane, car (dangerous)
- 5 discos, supermarkets, libraries (noisy)

3 Study the key phrases. Then talk about 1–4 with a partner.

KEY PHRASES ■ Comparing

much	better than
a bit / a lot	more interesting than
not	as interesting as
twice / three times	as good as

I think that Arsenal are the best football team.

I disagree. I think that Chelsea are much better than Arsenal.

- 1 team (good) 3 school subject (easy)
- 2 book (interesting) 4 language (useful)

Present simple

4 Complete the sentences from the quiz on page 4. How does the verb change in the third person singular?

- 1 We _____ jewellery with it.
- 2 People _____ English here.
- 3 It _____ dirty water.
- 4 It _____ in cold countries.

More practice ⇨ Workbook page 5

5 Complete the table using the third person singular of the verbs in the box.

finish do watch study relax
go tidy pass teach carry

Verbs ending in -o, -x, -ss, -ch, -sh → + -es	Verbs ending in consonant + -y → -ies
finish - finishes	

6 Write affirmative sentences (✓), negative sentences (✗) and questions (?).

- 1 My parents (work) in town. ✓
- 2 We (have lunch) at school. ✗
- 3 You (go) to a swimming club. ?
- 4 My brother (get) up early. ✓
- 5 He (make) his bed. ✗
- 6 Your friend (chat) to you. ?
- 7 She (have breakfast) on school days. ✗
- 8 Your mother (take) the bus to work. ?

7 **ACTIVATE** Write six questions about the things in the table. Then interview your partner.

How often		you	go to the cinema
When	do	your friends	do your homework
Where	does	your teacher	wash up
What time		your mum	work
		your dad	play football
			cook
			get up
			watch TV

When do you do your homework?

At the weekends. And you?


Finished?

Write five sentences about your partner using the ideas in exercise 7.

He sometimes washes up at the weekend.

VOCABULARY ■ Routines

I can talk about routines and say when I do things.

- 1  1.04 Complete the text with the phrases in the box. Then listen and check your answers.

are you doing start do my homework go to sleep watch TV 's buying get home
get the bus wakes 're looking go to bed aren't playing relax go shopping
get up 'm interviewing have breakfast goes to work 'm waiting finishes



Katie Excuse me. I'm *interviewing* students about their typical day. Can I ask you some questions, please?

Lily Yes, I'm not doing much. I ¹___ for my brother. He ²___ trainers in that shop. Are you doing interviews for a magazine?

Katie That's right, a student magazine. What ³___ in the town centre this morning?

Lily We ⁴___ for a present for our mum.

Katie Do you always ⁵___ on Saturdays?

Lily No, I don't. I usually go to basketball on Saturday morning, but we ⁶___ today. My brother isn't playing rugby today, either.

Katie Now about your day. What time do you ⁷___ in the morning?

Lily That depends on the day. My mum ⁸___ me up at 7.00, before she ⁹___, but I don't get up immediately. I sometimes ¹⁰___ again.

Katie Do you ¹¹___?

Lily I have a quick piece of toast or some cereal. Then my brother and I ¹²___ to school. My brother finishes his homework on the bus. He isn't very organized.

Katie What time does school ¹³___?

Lily School starts at 8.30 and ¹⁴___ at 3.30.

Katie Do you usually go straight home after school?

Lily Usually, yes. And I like to ¹⁵___ when I ¹⁶___. After that, I can relax.

Katie How do you ¹⁷___?

Lily I go on the computer and chat, or ¹⁸___ if there's something good on.

Katie And what time do you ¹⁹___?

Lily At 10.00, in theory, but my parents aren't too strict. My brother goes earlier because he's younger.

- 2 Work in pairs. Look at the photos in this book and say true or false sentences about them. Use the present continuous.

On page twenty-one, a man is cycling with four children.

False.

- 3 Write one thing you do at each of these times. Compare your answers with a partner.

After I wake up, I check what time it is.

- | | |
|----------------------------|---------------------------|
| 1 After you wake up. | 5 When school finishes. |
| 2 After you get up. | 6 When you get home. |
| 3 Before you go to school. | 7 Before you go to bed. |
| 4 Before school starts. | 8 Before you go to sleep. |

- 4 **ACTIVATE** Study the key phrases. Then talk about your routines with a partner. Use the key phrases, the activities in exercise 1 or your own ideas.

KEY PHRASES ■ Time words

on Thursdays / Thursday evenings
at the weekend / at night / at (about) seven o'clock
in the morning / afternoon / evening
once or twice a day / week / month
every Friday

I go to bed at nine o'clock.

Oh? I go to bed at ten o'clock!

Present continuous

1 Complete the tables. Then look at the dialogue on page 6 and check.

Affirmative
I ¹ ___ waiting for my brother.
We ² ___ looking for a present for our mum.

Negative
We ³ ___ playing today.
My brother ⁴ ___ playing rugby today.

Questions
What ⁵ ___ you doing in the town centre?
⁶ ___ you doing interviews for a magazine?

More practice ⇌ Workbook page 7

2 Complete the sentences with the present continuous form of the verbs in the box.

have	not play	not wear	not smile
study	watch		

- 1 They're in the kitchen. They ___ breakfast.
2 She ___ at the moment. She isn't happy.
3 I ___ that because I don't like pink.
4 Dave ___ football because he's got a bad leg.
5 We ___ a great film.
6 My sister ___ for an exam.
- 3 Write questions for the answers.
Who (call)? She's calling Sue.
Who's she calling?
1 (study)? No, they aren't.
2 Why (cry)? Because she's upset.
3 Where (go)? I'm going to the cinema.
4 (joke)? Yes, he is.
5 What (do)? We're watching a DVD.
6 Who (hug)? She's hugging her son.

Present simple and present continuous

- 4 Complete the table with sentences a–c. Which sentences are in the present simple and which are in the present continuous?
- a They chat every day.
b I sometimes eat in a restaurant.
c I'm eating in a restaurant at the moment.

Action happening now	Routine or repeated action
They're chatting on the phone. ¹ ___	² ___ ³ ___

More practice ⇌ Workbook page 7

5 Complete the dialogue with the present simple or present continuous form of the verbs in brackets.



- Mark Hey, Jenny. Why are you standing there? ¹ ___ (you / watch) someone?
Jenny Yes, look – Mandy and Shaun ² ___ (talk).
Mark Oh, yes, and Mandy ³ ___ (smile). What ⁴ ___ (they / say)?
Jenny I'm not sure. I can't hear.
Mark Shaun never ⁵ ___ (speak) to Mandy.
Jenny Yes, he does. He sometimes ⁶ ___ (jokes) with her in class.
Mark He ⁷ ___ (leave) now, but she ⁸ ___ (not go) with him.
Jenny Mmm. Very interesting!

6 **ACTIVATE** Work in pairs. Ask and answer questions. Use the verbs, nouns and time expressions in the table or your own ideas.

Verbs	Nouns	Time expressions
do	you	never
get up	the teacher	at the moment
go	this exercise	after school
speak	to school	in the morning
walk	your homework	now
listen	music	at the weekend
play	computer games	every day

TV and news

Start thinking

- 1 What's a *reality show*?
- 2 How much TV do you watch?
- 3 What are the most popular TV programmes in your country?

Aims

Communication: I can ...

- exchange opinions about TV.
- understand a text about reality TV.
- talk about past events.
- understand and present news.
- talk about what people were doing.
- talk about my news.
- write a news item.

Vocabulary

- Television
- On TV

Language focus

- *was, were, there was, there were*
- Past simple
- Past continuous
- Past simple and past continuous

English Plus Options



Extra listening and speaking

Deciding what to watch on TV

⇒ Page 88



Curriculum extra

Technology: Television

⇒ Page 96



Culture

Television in the USA

⇒ Page 104



Vocabulary bank

Regular and irregular verbs; TV

⇒ Page 112

VOCABULARY AND LANGUAGE FOCUS

Television

I can exchange opinions about TV.

- 1 Study the words in **blue** in the *TV Quiz*. Then put them in the correct list.

Equipment	People	On TV
screen ¹ ___ ² ___	audience ³ ___ 4___ 5___ 6___	episode ⁷ ___ ⁸ ___ 9___ 10___ 11___ 12___

- 2 1.05 Do the *TV Quiz* with a partner. Then listen and check your answers.
- 3 1.06 Complete the key phrases with the words in the box. Then listen to the first part of the conversation again and check.

sure my so with don't think

KEY PHRASES Comparing opinions

I ¹___ opinion, (there are a lot).

I ⁴___ so, too.

I think (the answer is a).

I'm not ⁵___.

I agree ²___ you.

I don't think ⁶___.

I ³___ agree.

TV QUIZ

- 1 The biggest TV **audiences** last year were for ...
 - a sports **programmes**.
 - b comedy **shows**.
 - c news programmes.
- 2 In the USA in 1985 there were 19 **channels**. Now there are ...
 - a between 20 and 30.
 - b between 1,000 and 1,200.
 - c between 100 and 120.
- 3 For a long time, the Simpsons were the most popular comedy **characters** in the world. When was the first **episode** of *The Simpsons* on TV?
 - a 1979
 - b 1999
 - c 1989
- 4 There was a historic TV **broadcast** in 1969. Why was it special?
 - a It was the first TV broadcast.
 - b It was from the moon.
 - c It wasn't silent.

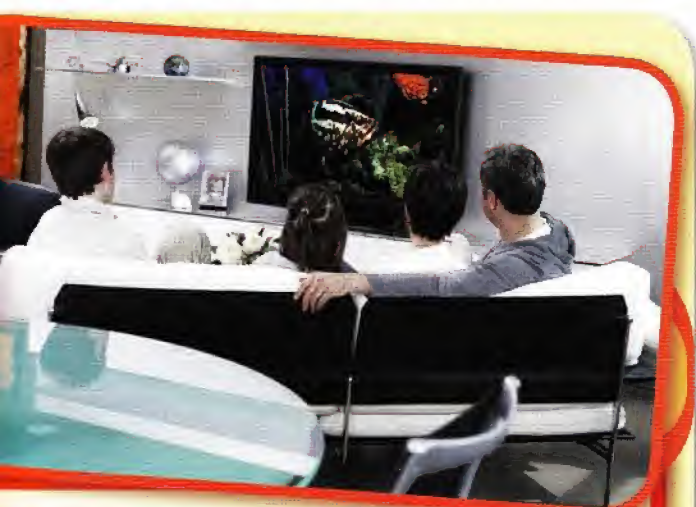


- 4 Work in pairs. Compare opinions about 1–8. Use the key phrases in exercise 3.

In my opinion, the best channel is MTV.

I don't agree with you. I think TMF is the best.

- 1 the best channel
- 2 the best show
- 3 the best presenter
- 4 the best advert
- 5 the worst presenter
- 6 the funniest character
- 7 the most boring programme
- 8 the channel with the most adverts



- 5 When was the first **advert** on TV and what was it for?

a 1901 (a bicycle) **b** 1981 (a toy)
c 1941 (a watch)

- 6 Which invention was popular with TV viewers in 1950?

a The first flat **screen** televisions.
b The first TV **cameras**.
c The first **remote controls**.

- 7 The first *Big Brother* programme was on TV in 1999 in the Netherlands. Why was it popular?

a The **participants** weren't famous.
b There were cameras in the **viewers'** houses.
c The **presenter** wasn't famous.

- 8 Who was the main character in a famous action **series** with the same name? His favourite thing was a Swiss knife.

a Homer Simpson **b** Dr House
c MacGyver

Finished?

Write a paragraph giving your opinion about TV in your country.

was, were, there was, there were

- 5 Complete the sentences from the quiz. How do we make negative and question forms?

- 1 It ___ from the moon.
- 2 It ___ silent.
- 3 The participants ___ famous.
- 4 ___ it in 1979?
- 5 When ___ the first advert?
- 6 In the USA, there ___ 19 channels.
- 7 There ___ a historic TV broadcast in 1969.

More practice ⇌ Workbook page 9

- 6 Complete the dialogue with *was* / *wasn't* and *were* / *weren't*.

- Dan There ¹___ a new show on TV yesterday.
Kim Really? What ²___ it?
Dan It ³___ a new reality show.
Kim ⁴___ it the one on an island?
Dan No, it ⁵___ that one. It ⁶___ called *Stars*.
Kim Oh, yes? ⁷___ there any interesting participants on it?
Dan No, there ⁸___, and the presenters ⁹___ terrible. They ¹⁰___ funny at all.
Kim Oh, dear! It's lucky I ¹¹___ at home then! I ¹²___ at the cinema!

- 7 Complete the questions with the words in the box. Then ask and answer with a partner.

Were there Who were ~~Was there~~
What was How was What were

Was there anything good on TV yesterday? What?

- 1 ___ the best TV programme you watched last week? What was it about?
- 2 ___ your favourite TV programmes when you were a child? Why?
- 3 ___ the characters on these programmes?
- 4 ___ TV different in the past?
- 5 ___ other forms of entertainment before TV?


Was there anything good on TV yesterday?

Yes, there was a good episode of Glee. It was very funny.

- 8 **ACTIVATE** Work in pairs and write a quiz about TV in your country. Then swap with another pair and do their quiz. Use the key phrases.

READING ■ Reality TV

I can understand a text about reality TV.

- 1  1.07 Look at the photos and the title of the text. What do you think the text is about? Choose the correct answer. Then read, listen and check your answer.

- a Reality shows that teenagers like best.
- b How reality shows choose young participants.
- c Using young people in reality shows.

- 2 Read the text again and choose the correct answers.

- 1 The early reality TV shows were ...
 - a only for adults.
 - b entertaining.
 - c embarrassing for participants.
- 2 People take part in reality shows because ...
 - a they are funny.
 - b a lot of people watch them.
 - c they receive money.
- 3 In *Kid Nation*, the TV company gave money to ...
 - a the youngsters' parents.
 - b all the young people.
 - c the best participants.
- 4 *Kid Nation* shocked many people because ...
 - a it was cruel.
 - b the channel made a lot of money.
 - c the show used children to make money.
- 5 The writer thinks that the problem with reality TV is that ...
 - a it is shocking.
 - b it makes a lot of money.
 - c it attracts big audiences.

- 3 **BUILD YOUR VOCABULARY** Write the past forms of the verbs in the box. Then read the text again and check. Which past forms are regular and which are irregular?

live make show choose leave love
win try broadcast become attract
solve receive follow do

lived – regular made – irregular

- 4 Make a list of ten verbs and write the past forms. Check in the irregular verbs list in the Workbook. Then test your partner.

What's the past of 'take'?

Took.

Pronunciation: Past tense -ed endings

➞ Workbook page 90

- 5 **YOUR OPINIONS** Ask and answer the questions.

- 1 Do you think reality shows are cruel or embarrassing for the participants?
- 2 Do you think there should be a minimum age for participants in reality shows? Why / Why not?
- 3 Why do people like reality shows?
- 4 Which reality shows are popular in your country? Are they good?
- 5 Would you like to be in a reality show? Why / Why not?

HARD REALITY

Teenagers in reality shows

Reality shows use ordinary people instead of actors and this is nothing new. The first reality show, called *Candid Camera*, was in 1948 and it showed ordinary people in funny situations. In 1950, the reality show *Beat the Clock* became a huge success. Participants did amusing, but fun, tasks within a time limit. These early shows were entertaining and participants and viewers loved them. But today's shows are different. Shows like *Big Brother* or *Survivor* are often cruel or embarrassing for the participants. So why do thousands of people want to take part in them? The answer is money. TV companies pay people to take part. Perhaps this is alright when the participants are adults, but it's different when they're children or teenagers.



- 1 Complete the sentences from the text. Which words do we use to form the negative and question forms? Find more past simple sentences in the text.

- 1 Cameras them everywhere.
- 2 The show big audiences.
- 3 The TV company a second series.
- 4 the young people the experience?

More practice ➞ Workbook page 9

- 2 Complete the sentences with the correct form of the verbs in brackets.

- 1 Channel 2 a reality show about cats. (broadcast)
- 2 He the end of the programme. (not see)
- 3 She a million pounds on a TV show. (win)
- 4 They the series on ITV1. (not like)
- 5 I a film of my friends on holiday. (make)

- 3 Complete the text with the correct form of the verbs in the box.

not complain put be have record
not win not play eliminate become

Reality Cats

In one American reality show the participants were cats. A TV company ¹ ten cats in a small house and ² them with cameras. Most of the cats were happy and they ³ . They ⁴ good food and a lot of toys.

Every day, the public ⁵ a cat for various reasons. One cat, for example, ⁶ with the toys. The last cat ⁷ a prize, but after the show the cats ⁸ famous.



In the reality show *Kid Nation*, forty young people between the ages of eight and fifteen lived together in an abandoned town for forty days. The young people tried to organize their life without adults, and cameras followed them everywhere. The youngsters all received \$5,000 for taking part in the show. In every episode, a participant who solved problems and made decisions won a prize of \$20,000. The group chose this person. Did the young people enjoy the experience? It seems that some participants left before the end of the series because they didn't like it. They were lonely and unhappy.

The TV company didn't make a second series of *Kid Nation*. Many people were shocked and said that it was wrong to use children for fun and profit. Nevertheless, the show attracted big audiences and the channel that broadcast it made a lot of money. Perhaps that's the problem with reality TV shows now – the more they shock, the more successful they are.

- 4 **ACTIVATE** Interview your partner about situations 1–6.

(make) breakfast this morning? / What ... ?

Did you make breakfast this morning?

Yes, I did.

What did you make?

I made some toast.

- 1 (watch) TV last night? / What ... ?
- 2 (go) on holiday last year? / Where ... ?
- 3 (meet) a friend last weekend? / Who ... ?
- 4 (argue) with your parents yesterday? / Why ... ?
- 5 (play) video games last week? / Which ... ?
- 6 (buy) new clothes last month? / What ... ?

Finished?

Describe what happened on a TV programme that you saw last week.

VOCABULARY AND LISTENING ■ On TV

I can understand and present news.

- Complete the table with the words in the box and your own answers. Then ask and answer with a partner.

drama series talent show reality show
chat show medical drama documentary
film cartoon weather forecast sitcom
quiz show game show sports programme
soap opera the news

Type of programme	Your favourite programme	When did you last watch it?
drama series	CSI: Miami	last night
documentary		

What's your favourite drama series?

I like CSI: Miami.

When did you last watch it?

I watched it last night.

- Listen. What types of television programmes do you hear?
- Look at photos A–D. What do you think the news stories are about? Listen to the news and check.



STUDY STRATEGY ■ Listening for specific information

- Read the questions in exercise 5 and underline important words for meaning.
- Listen again and choose the correct answers.
 - Who was wearing a green hat?
a Peter Rabbit b Billy Evans
c the Queen
 - People ____ when it started snowing.
a slept in their cars b were driving home
c were making tea
 - Were the police doing anything?
a No, they weren't. b Yes, they were.
c They weren't there.
 - The robber was ____ when Mrs Banks stopped him.
a lying on the ground
b running to the door
c shouting at the assistant
 - What was the man doing in the park?
a He was sitting under a tree.
b He was looking for a friend.
c He was walking to work.

- ACTIVATE Choose one of the photos A–D. Present the news item to your partner.

A lion escaped from a zoo yesterday. It disappeared into a forest. A man saw ...

Past continuous

- 1 Complete the sentences from exercise 5 on page 12 with the words in the box. Then choose the correct words in the rule.

weren't doing were was Were

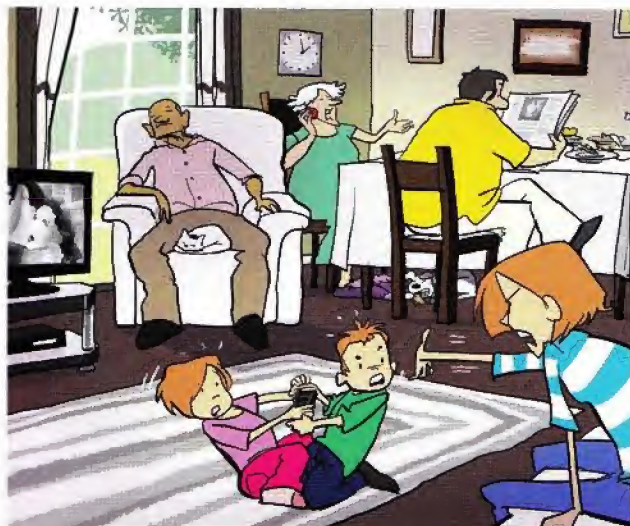
- 1 People driving home.
- 2 The robber running to the door.
- 3 the police doing anything?
- 4 They there.
- 5 What was the man in the park?

○ RULE

We use the past continuous when we talk about **short actions / actions in progress** in the past.

More practice ⇨ Workbook page 11

- 2 Look at the picture. What were the people doing at 2 p.m. yesterday? Write sentences. Then ask and answer with a partner.



Dad / chat on the phone
Dad wasn't chatting on the phone. He was reading the newspaper.

- 1 Grandma / listen to music
- 2 Mary / watch a film on TV
- 3 The dog / eat under the table
- 4 Tom and Jen / fight for the remote control
- 5 Mum / read newspaper
- 6 Grandad and the cat / sleep

Was Dad chatting on the phone at 2 p.m. yesterday?

No, he wasn't. He was reading the newspaper.

- 3 1.10 Write questions using the past continuous. Then listen to part of a film and answer the questions.

- 1 Was / Dave (joke)?
- 2 Where / Jane (go)?
- 3 What / she (carry)?
- 4 How much money / she (carry) in it?
- 5 How many people / (work) in the gang?
- 6 Where / Pete (stand)?

Past simple and past continuous

- 4 Match examples 1–3 with descriptions a–c. Which tenses do we use in each sentence?

- 1 I was driving home when the traffic stopped.
 - 2 The Queen was wearing a funny green hat.
 - 3 A man with a gun walked into the bank at 9.30.
- a An action in progress in the past.
b A finished action in the past.
c A short, finished action and a longer, continuous action.

More practice ⇨ Workbook page 11

- 5 Write sentences with *when / while* and the prompts.

- Mum / sleep / I leave home
My mum was sleeping when I left home this morning.
- 1 friend / arrive / I do homework
 - 2 the teacher / talk to us / bell ring
 - 3 Dad turn off the TV / we / watch *House*
 - 4 friends / play chess / we arrive
 - 5 I / listen to music / brother / phone

- 6 **ACTIVATE** Work in pairs. Write a story about the family in the picture in exercise 2. Use the past simple and the past continuous tense and *when / while*. Tell your story to the rest of the class.

○ Finished?


Imagine you looked at five different TV channels. What was happening on each one?

There was a sports programme on BBC TWO.
Federer was winning the match.

SPEAKING ■ My news

I can talk about my news.

- 1 Look at the photo. Caitlin is telling Tom her news. Can you guess what it is about?

- 2  1.11 Listen to the dialogue.
Why is Caitlin happy?

Tom Hi, Caitlin. You look happy.
Caitlin Oh, yes. I've got some amazing news.
Tom Really? Tell me all about it.
Caitlin Well, I sent a CD with my songs to the talent show on Channel 9 a month ago.
Tom Yes. What happened?
Caitlin Well, I had an audition yesterday.
Tom You're kidding! How did it go?
Caitlin It was really good. Five other people were auditioning, too.
Tom That's good news.
Caitlin Yeah. What about you? What's your news?
Tom Oh, no news, really. So, maybe see you soon on TV?
Caitlin Yes, maybe! See you around.
Tom Bye, Caitlin. Good luck.

- 3 Complete the key phrases from the dialogue. Who says them? Then practise the dialogue with a partner.


KEY PHRASES Talking about news

You ¹ ___ happy / fed up / pleased.
I ² ___ some amazing / good / bad / terrible news.
Really?
Tell me ³ ___ it.
What happened?
You're ⁴ ___!
How did it ⁵ ___?
That's good ⁶ ___.
What's ⁷ ___ news?

- 4  1.12 Listen and choose the correct answers.

- | | |
|---------------------------|-------------------------|
| 1 a That's terrible! | b Good luck. |
| c That's brilliant! | |
| 2 a Really? | b Sorry to hear it. |
| c Good for you! | |
| 3 a How did it go? | b Tell me all about it. |
| c That's good news. | |
| 4 a Tell me all about it. | b We'll see. |
| c What about you? | |
| 5 a You're kidding! | b That's bad news. |
| c What happened? | |



- 5  1.13 Read and listen to the dialogues. Then practise mini-dialogues for situations 1–5 with a partner.

Jane Hi, Nick. How are things?
Nick Fine, thanks. I've got some good news. We won the basketball final.
Jane That's brilliant! Congratulations!

Luke Hi, John. You don't look happy.
John No, someone stole my moped while I was shopping yesterday.
Luke Oh, that's bad news! Sorry to hear it.

- 1 (pass) my music exam
- 2 (win) a prize
- 3 (lose) €20
- 4 (break up) with my boyfriend / girlfriend
- 5 (record) a CD

- 6 **ACTIVATE** Prepare a new dialogue with a partner. Use one of the situations in exercise 5 or your own ideas. Practise your dialogue. Then change roles.

Tunnel chaos

This was the dramatic scene last night on a train in the Channel Tunnel between France and England. More than five hundred passengers were stuck for hours when a train broke down.

The incident happened late yesterday afternoon. The train suddenly stopped while it was travelling through the tunnel.

At first, passengers waited calmly, but after several hours the situation

became very difficult. There was no food or water and there weren't enough toilets on the train. Then the rescue services arrived and they transferred people onto another train as soon as they could.

After sixteen hours, all the passengers were finally off the train. Later, one of them said, 'People were sleeping on the floor and children were crying. It was terrible.'



1 Read the model text and answer the questions.

- 1 Where can you find a text like this?
 - a In a magazine.
 - b In a film guide.
 - c In a newspaper.
- 2 Where and when did the incident happen?
- 3 What were the conditions on the train?
- 4 What did the rescue services do?
- 5 How did the passengers react?

2 Study the key phrases. Put them in the order of the text. Then read the model text again and check.

KEY PHRASES ■ Writing a news item

- a The incident happened (late yesterday afternoon). ____
- b People were (sleeping) and ... ____
- c There was no ... and there weren't ... ____
- d This was the dramatic scene ... ____
- e Later, one of them said, ... ____

Language point: Time connectors

3 Find these words in the model text. When do we use them? Choose the correct answers in sentences 1–6.

when while as soon as later at first
after then finally

- 1 At first people were calm, but later / after they became angry.
- 2 The rescue services arrived at the scene as soon as / while they could.
- 3 The passengers finally / then arrived in London.
- 4 The train stopped, then / at first the lights went out.
- 5 When / While the train stopped, people weren't worried.
- 6 After / Then the incident, the train company apologized to the passengers.

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a news item about the incident in photo C on page 12 or use your own idea.

B THINK AND PLAN

- 1 Where, when and why did the incident happen?
- 2 What caused the incident?
- 3 What were conditions like?
- 4 How did people react? What were people doing?
- 5 What happened in the end?
- 6 What did people say?

C WRITE

Paragraph 1: Introduction

This was the dramatic scene ...

Paragraph 2: The incident

The incident began ...

Paragraph 3: Conditions

At first ...

Paragraph 4: Conclusion and reaction

After ... hours ...

D CHECK

- time connectors
- past simple and past continuous

Vocabulary

1 Complete the dialogue with the words in the box.

participants remote control adverts show
episode programme channels

Ken Can I change ¹___? I hate watching ²___.
 Kate But there's a good ³___ on in a few minutes.
 Ken What is it?
 Kate A reality ⁴___ called *The Farm*. The ⁵___ are famous people.
 Ken But there's the next ⁶___ of my favourite series on Channel 6.
 Kate Oh, all right. Here's the ⁷___!

2 Reorder the letters to make TV programmes.

1 cmaordunyet ___	5 het wesn ___
2 naltet hswo ___	6 smitoc ___
3 otaorc ___	7 lfmi ___
4 mdara risees ___	8 psrost gamroprme ___

Language focus

3 Complete the sentences using the past simple form of the verbs in brackets.

- There ___ (be) a talent show on TV last night.
- In the 1980s, TV programmes ___ (not be) in black and white.
- We ___ (not watch) TV yesterday.
- I ___ (meet) my friends after school.
- My mother ___ (take) part in a reality show.
- He ___ (not complain) when I ___ (change) channels.

4 Write questions and short answers for the sentences in exercise 3.

Was there a talent show on TV last night?
 Yes, there was.

5 Complete the sentences using the past simple or the past continuous form of the verbs in brackets.


- Tom ___ (watch) the news when I ___ (arrive).
- Jo ___ (not wear) her hat when I ___ (meet) her.
- I ___ (not go) to school because I was ill.
- ___ (you see) the sports programme last night?
- We ___ (break) the TV when we ___ (argue).
- My mum ___ (change) the channel while I ___ (watch) a good film.

Communication

6 Choose the correct answers.

- What happened?
 a It was great! b I won a prize.
 c No, I didn't.
- You look pleased.
 a I'm fed up. b It's fantastic.
 c I've got some good news.
- I think she's the best presenter on TV.
 a He's awful! b I agree with you.
 c Not really.
- What's your news?
 a Nothing much. b That's good.
 c Really?
- Was there anything good on TV yesterday?
 a It wasn't. b Yes, it was.
 c Yes, there was.
- I've got some bad news.
 a That's good news. b What happened?
 c I'm not sure about that.


Listening

7  1.14 Listen to four people talking about television. Match speakers 1–4 with sentences a–e. There is one sentence that you do not need.



Speaker 1 ___ Speaker 3 ___
 Speaker 2 ___ Speaker 4 ___

- I watched an episode of a drama series last night.
- I want to take part in a reality show.
- Young people today watch too much TV.
- I didn't see a friend on a talent show.
- TV is better today because there are more channels.

- 1  1.15 Read the scripts of three TV programmes and match them with the types of programmes in the box. Then listen to the complete programmes.

soap opera weather forecast documentary
chat show comedy sport news film
reality show drama quiz show cooking show



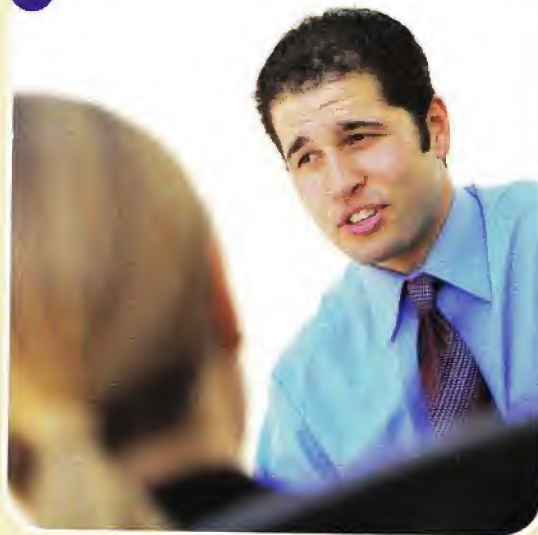
- Presenter** Good evening and welcome to *Cheap Cook!* Our celebrity chef tonight is Billy Brunch from *The Egg House* in Manchester. What are you cooking for us, Billy?
- Billy** Hello. Well, at the *Egg House* we use a lot of eggs, so tonight I'm doing a classic egg recipe. It's called *Egg Bread*. My grandmother gave me this recipe. It was her favourite winter meal.
- Presenter** So it's perfect for tonight!
- Billy** That's right, and it's one of the cheapest meals you can make.
- Presenter** Really? Now, what do you ... ?

- 2 Work in groups. Write the script for a TV programme. Follow the steps in the project checklist.

☐ PROJECT CHECKLIST

- 1 Choose one of the programme types in exercise 1 or another type of programme.
 - 2 Choose a name for your programme and decide on your roles.
 - 3 Write a script for your programme. Include notes on where people are, what they are doing and any sound effects.
 - 4 Practise your TV programme in pairs or in groups.
- 3 Present your TV programme to the rest of the class. Which TV programmes are the best?

B



- Presenter** Welcome to *Showing Off*. I'm Sharon Stewart and my guest tonight is footballer Ryan Looney.
- Ryan** Good evening.
- Presenter** Ryan, you are playing for Milan this year. Why did you leave Manchester when you were playing so well there?
- Ryan** It was time to move. I was playing well, but I wasn't earning a lot of money. Now I am.
- Presenter** Oh, so you moved because ...

C



Good evening. It's quite cold in Britain at the moment. Temperatures are between 2°C and 7°C in the daytime and colder than that at night. In Scotland last night, temperatures were around -2°C. That's colder than usual for the season. Right now, it is snowing in ...

Disposable world

Start thinking

- 1 Who are *consumers*?
- 2 How can people create less rubbish?
- 3 How can plastic bags be a problem?

Aims

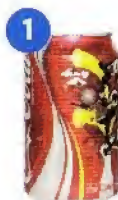
Communication: I can ...

- talk about quantities of things people use.
- understand a text about a 'no impact' family.
- talk about places, people and things using relative pronouns.

- 1 1.20 Match the words in the boxes with photos 1–10. Then listen and check your answers.

bottle roll carton
can tube box jar
packet bag bar

juice toothpaste fizzy drink
toilet paper coffee chocolate
washing powder crisps
apples shampoo



1. can 2. tube 3. roll 4. box 5. bag 6. basket 7. bar 8. jar 9. bottle 10. carton

1. can 2. tube 3. roll 4. box 5. bag 6. basket 7. bar 8. jar 9. bottle 10. carton

1. can 2. tube 3. roll 4. box 5. bag 6. basket 7. bar 8. jar 9. bottle 10. carton

1. can 2. tube 3. roll 4. box 5. bag 6. basket 7. bar 8. jar 9. bottle 10. carton

1. can 2. tube 3. roll 4. box 5. bag 6. basket 7. bar 8. jar 9. bottle 10. carton

1. can 2. tube 3. roll 4. box 5. bag 6. basket 7. bar 8. jar 9. bottle 10. carton

1. can 2. tube 3. roll 4. box 5. bag 6. basket 7. bar 8. jar 9. bottle 10. carton

1. can 2. tube 3. roll 4. box 5. bag 6. basket 7. bar 8. jar 9. bottle 10. carton

1. can 2. tube 3. roll 4. box 5. bag 6. basket 7. bar 8. jar 9. bottle 10. carton

1. can 2. tube 3. roll 4. box 5. bag 6. basket 7. bar 8. jar 9. bottle 10. carton

- 3 • 1.21 Study the key phrases and write the numbers. Listen and say the numbers. Then do *The consumer quiz*.

KEY PHRASES Saying numbers

- 1 One point three.
- 2 A hundred and one.
- 3 Fourteen thousand, five hundred and forty.
- 4 Thirty two thousand, nine hundred and eight.
- 5 A hundred and twenty-five thousand.
- 6 Two million.

- 4 • 1.22 Compare your answers to the quiz with a partner. Then listen and check.




much, many, a lot of, some, any

- 5 Read the sentences. Are the nouns countable or uncountable? Complete the table with the words in blue.

- 1 How **much** chocolate do you eat?
- 2 How **many** kilometres do you walk?
- 3 There aren't **many** books here.
- 4 There isn't **much** toothpaste.
- 5 Do you use **much** fuel?
- 6 I buy **a lot of** bread, but I don't buy **many** potatoes or **much** pasta.
- 7 I've got **some** apples and **some** milk.
- 8 There aren't **any** oranges and there isn't **any** sugar.

Uncountable nouns	Countable nouns
How much	How many
not much	1 _____
2 _____	many
3 _____	a lot of
a bit	a few / one or two
4 _____	some
not any	5 _____

More practice  Workbook page 17

- 6 Choose the correct words.

- 1 Do you eat **much** / **many** cheese?
- 2 How **many** / **any** kilometres do you travel every month?
- 3 I've got **any** / **some** chocolate in my bag.
- 4 How **much** / **many** water do you drink each day?
- 5 There isn't **some** / **any** shampoo.
- 6 Is there **many** / **any** tea left?

- 7 **ACTIVATE** Work in pairs. Ask and answer 1–6 with your own ideas. Use the phrases in the table in exercise 5 and numbers. Guess if you do not know the exact answer.

eat / eggs / each week

Do you eat **many eggs** each week?

Yes, a few.

How many?

I'm not sure. Six or seven.

- 1 eat / pasta / each week
- 2 walk / kilometres / every month
- 3 be / books / the school library
- 4 use / toothpaste / each year
- 5 drink / milk / every week
- 6 say / words / every day

Finished?

Write about the things that you use, eat and drink in a week.

I drink four cans of fizzy drink in a week.

- 5 eats _____ bars of chocolate and _____ tins of beans, if the person is British. That's a lot of chocolate and beans! (72 / 854 / 10,354)
- 6 uses _____ tons of fuel in _____ different cars. That's bad news for the planet! (8 / 120,000 / 64)
- 7 walks more than _____ kilometres and drives more than _____ kilometres. That's from here to the moon and back! (720,000 / 493 / 24,000)
- 8 uses _____ tubes of toothpaste and _____ rolls of toilet paper. That's over 185 kilometres of paper! (276 / 4,239 / 109)
- 9 drinks _____ cups of tea or coffee, _____ glasses of milk and _____ cans of fizzy drink. Not very healthy! (74,802 / 49,717 / 598,201 / 38,320)

READING ■ The 'no impact' family


I can understand a text about a 'no impact' family.

STUDY STRATEGY □ Predicting

- 1 Look at the photos and the title of the text. Predict which of the sentences 1–6 are *true* or *false*. Then read the text and check your answers.

The 'no impact' Family ...

- 1 live in a big city.
- 2 use a lot of electricity.
- 3 make their own soap.
- 4 are interested in the environment.
- 5 prefer shopping at big supermarkets.
- 6 prefer not to use plastic bags and packets.

- 2  1.23 Complete the text with sentences a–e. There is one sentence that you do not need. Then listen and check your answers.

- a Colin always carries a glass jar.
- b They don't buy these things now.
- c They travel everywhere by bicycle.
- d Colin drinks a lot of coffee.
- e He says that it's interesting to try these things.

- 3 **BUILD YOUR VOCABULARY** Read the information and complete the examples. Then find four more compound nouns in the text.

Some compound nouns are combinations of word + noun. The first word describes the second noun.

Examples

shopping bag – a bag which is for ¹___

bedroom – a room which has a ²___

washing machine – a machine which ³___ clothes

- 4 Complete the sentences with the words in the box.

strawberry shopping kitchen
chicken Christmas washing

- 1 I'd like a ___ ice-cream, please.
- 2 What can I buy Sam for a ___ present?
- 3 You can buy a camera at the ___ centre.
- 4 There isn't any ___ powder left.
- 5 You can wipe it with ___ paper.
- 6 Is that a ___ sandwich?

- 5 **YOUR OPINIONS** Ask and answer the questions.

- 1 What do you think about the family's experiment?
- 2 What do you think the family finds most difficult to live without? Why?
- 3 Are there any things in your house that you do not need?
- 4 Do you and your family have a big impact on the environment?
- 5 What can you do to reduce your impact?

Pronunciation: Word stress in compound nouns

→ Workbook page 90

THE 'NO IMPACT' FAMILY

Can you imagine life with no TV? What about no toilet paper?

In the Beavan family's New York apartment, there isn't a TV, a washing machine, a dishwasher or a fridge and they're only using one electric light bulb. In the bathroom, there aren't any shampoo bottles, rolls of toilet paper or tubes of toothpaste.

¹___ They make them or use alternatives.

Some people think that they're crazy, but Colin Beavan explains that it's just an experiment. ²___ The Beavans are living like this for a year because they want to reduce their impact on the environment. At the end of the year they'll decide what they really need and what they can live without.

They're trying to create less rubbish and use less electricity and fuel. The family doesn't travel by car or fly. ³___ They buy second-hand things for the apartment and they buy food at a market, where they can avoid plastic bags, packets and boxes. They carry the food home in a basket, not a plastic shopping bag. They don't buy any food which comes from more than 400 kilometres away.

Can you save the planet
without driving your family crazy?

NO IMPACT MAN



LANGUAGE FOCUS ■ Relative pronouns

I can talk about places, people and things using relative pronouns.

2

1 Complete the sentences from the text. Then complete the rules with *places*, *people* and *things*.

- 1 People ___ read his blog or book will think about how much they use.
- 2 In the places ___ Colin has coffee, they give it to him in his jar.
- 3 They don't buy food ___ comes from more than 400 kilometres away.

○ RULES

- 1 We use *who* when we talk about ___.
- 2 We use *where* when we talk about ___.
- 3 We use *which* when we talk about ___.

More practice ⇨ Workbook page 17

2 Complete the text with *who*, *where* and *which*.

Think globally – buy locally!

People who want to protect the environment are usually careful about the origin of their food. Food ¹ ___ comes from local producers is OK, but the countries ² ___ farmers grow exotic fruits are often thousands of kilometres from our shops. A good example is kiwi fruit ³ ___ comes by plane from New Zealand. The boxes of fruit arrive at our airports ⁴ ___ lorries are waiting to transport them to supermarkets. The supermarkets ⁵ ___ sell this product are often out of town, so people ⁶ ___ buy kiwi fruit must drive there. All in all, that's a lot of boxes and fuel – a lot of waste.

3 Complete the sentences with your own ideas. Use *who*, *where*, or *which*. Compare with a partner.

A café is a place *where you can eat snacks*.

- 1 A farmer's market is a place ___.
- 2 Oranges and lemons are fruit ___.
- 3 A journalist is a person ___.
- 4 Work is something ___.
- 5 My friend is someone ___.
- 6 A whale is a mammal ___.

4 **ACTIVATE** Write six sentences with *who*, *where* and *which*. Then play a guessing game with a partner.

This is	a drink	who where which	I admire.
	a place		I really like.
	something		makes me happy.
	a person		makes me angry.
	a programme		I can meet friends.
	a café		I can relax.
	a club		I never buy.
			I have fun.
			I can do martial arts.

This is a place where I can relax.

Is it your bedroom?

No, the beach is a place where I can relax.

○ Finished?

Write four definitions using *who*, *where* and *which* and your own ideas.

Hot chocolate is a drink which I really like.



The Beavans also avoid takeaway food which wastes a lot of containers. ⁴ ___ In the places where Colin has coffee, they give it to him in his jar instead of a disposable plastic cup. They make their own yoghurt, so they don't throw a lot of plastic pots away.

Colin says that the experiment is interesting, but it isn't always easy. He isn't trying to change other people's lifestyle, but he hopes that people who read his blog or book will think about how much they use and waste.

- 1 1.24 Check the meaning of the words in **blue**. Choose the correct words. Then listen and check.

A plastic problem

People use a lot of plastic bags and they often ¹throw away / ²bury the bags afterwards. They don't often ³pollute / ⁴reuse or ⁵waste / ⁶recycle them. When we ⁷destroy / ⁸reuse plastic, we pollute the land or air. It isn't a good idea to ⁹burn / ¹⁰poison plastic because it ¹¹poisons / ¹²saves the atmosphere. The alternative is to ¹³bury / ¹⁴pollute it, but some plastic doesn't decompose for over a thousand years.

- 2 Work in pairs. Ask and answer the questions.

- 1 Do you throw away or reuse plastic bags?
- 2 What do you and your school do with rubbish?
- 3 How can you reduce waste in your home?
- 4 What happens to rubbish in your area?
- 5 What things are harmful to the environment in your area?

- 3 1.25 Read the information about Rebecca Hosking. Order sentences a–d, then listen and check.

- a Rebecca spoke to people in her town.
- b Rebecca was filming a wildlife documentary.
- c People use cloth bags in Rebecca's town now.
- d Rebecca saw that animals were dying.

- 4 1.25 Listen again and write *true* or *false*. Correct the false sentences.

- 1 The speaker is Rebecca Hosking.
- 2 Sea birds think the plastic is good and eat it.
- 3 She was shocked because plastic waste was killing the marine animals in her home town.
- 4 Most people don't know where their plastic waste goes.
- 5 A few shops in Rebecca's town still give people plastic bags.
- 6 The programme informs us about the dangers of plastic.

- 5 1.26 Listen to a reporter in Rebecca's town. What was different a year later? Tick the things she mentions.

polystyrene cups cardboard boxes
plastic bags waste food washing powder
used cooking oil plastic bottles
paper bags glass jars old newspapers
plastic sandwich boxes bottle tops

- 6 **ACTIVATE** Work in groups. Look at the list of waste products in exercise 5. Decide on the three things which pollute the environment the most. Then answer the questions.

- 1 Which are the most dangerous to destroy?
- 2 How can you get rid of them?
- 3 What can you use instead of these things?

Battle of the bags



Rebecca Hosking is a professional camerawoman who lives near the coast in the south of England. When she was filming in the Pacific and she saw how plastic was affecting marine life, she decided to do something in her home town.



- 1 Study these sentences from the listening on page 22. Then complete the rules with *adjectives*, *countable nouns* and *uncountable nouns*.

- 1 There's too much plastic.
- 2 There are too many plastic bags.
- 3 The council was too busy.

□ RULES

We use *too much* with ¹____, *too many* with ²____ and *too with* ³____.

More practice ⇌ Workbook page 19

- 2 Complete the sentences with *too*, *too much*, or *too many*.

- 1 These yoghurts are ____ old.
- 2 We waste ____ food.
- 3 People throw away ____ bottles.
- 4 I drink ____ coffee.
- 5 There are ____ sandwiches for two people.
- 6 My mum thinks that I'm ____ greedy!
- 7 She says that I eat ____ crisps and I drink ____ orange juice.

- 3 Study these sentences from the listening on page 22. Then complete the rules with *before* or *after*.

The problem was **serious** enough. (adjective)
We don't **recycle** enough. (verb)
There are enough **people** interested in a problem. (noun)

□ RULES

We use *enough*:

- ¹____ adjectives,
- ²____ verbs,
- ³____ nouns.

More practice ⇌ Workbook page 19

- 4 1.27 Order the words to make questions. Then listen to a conversation and answer the questions.

- 1 big / this pizza / enough / is
- 2 there / enough / are / apples
- 3 have / enough / drinks / got / we
- 4 enough / this soup / hot / is
- 5 we / sandwiches / enough / got / have
- 6 enough / this coffee / strong / is

- 5 Look at the shopping list and the shopping basket. Write sentences with *too much*, *too many*, *enough* and *not enough*.



We've got enough soap.

We've got too many packets of crisps.

- 6 **ACTIVATE** Find out about your partner's eating habits. Use 1–8 and your own ideas. Then tell the class about your partner's eating habits.

- | | |
|-------------------|---------------------------|
| 1 many crisps | 5 too many chocolate bars |
| 2 How much fruit | 6 enough vegetables |
| 3 How many sweets | 7 much coffee |
| 4 too much sugar | 8 enough milk |

Do you eat many crisps?

Yes, I eat too many.

How much fruit do you eat?

I don't eat enough. I don't like it.

My partner eats too many crisps. He / She doesn't eat enough fruit.

□ Finished?

Write sentences about problems in your town with *too*, *too much*, *too many*, *enough* and *not enough*.
There aren't enough shops.

SPEAKING ■ Offering and asking for help

I can offer and ask for help.

- 1 Look at the photo. What are Lucy and Adam preparing?

- 2 1.28 Listen to the dialogue. What does Adam need?

Lucy A barbecue was a great idea, Adam.
 Adam Yes, thanks. I'm looking forward to it.
 Lucy Do you want me to help you with anything?
 Adam I'd really appreciate it if you don't mind.
 Lucy Have we got everything?
 Adam Well, we've got enough food, but there isn't much to drink.
 Lucy Shall I get a few cartons of juice or something? There's a shop near here.
 Adam Do you mind?
 Lucy No, that's fine.
 Adam Thanks, Lucy. Have you got enough money?
 Lucy Yes. If you want, I can get a bag of ice, too.
 Adam We haven't got any.
 Adam Good idea! Oh, and we need bags for the rubbish. Could you get some?
 Lucy OK, no problem. I'll see what they've got.



- 3 1.29 Cover the dialogue and complete the key phrases. Which phrases are for offering help and which are for asking for help? Listen and check. Then practise the dialogue with a partner.

KEY PHRASES ■ Offering and asking for help

Do you want me to ¹___?
 I'd really appreciate it if you don't mind.
 Shall I ²___?
 Do you mind?
 If you want, I can ³___.
 Could you ⁴___?
 OK, no problem. I'll ⁵___.

- 4 1.30 Listen and repeat the sentences. Practise linking the words.

- 1 A bag of ice.
- 2 A box of matches.
- 3 A bottle of fizzy water.
- 4 A lot of bananas and apples.
- 5 We need a carton of juice.

- 5 Study the key phrases again. Then complete the sentences with your own ideas.

- 1 Your room is very dirty. Shall I ___?
- 2 This homework is too difficult.
OK, no problem. I'll ___.
- 3 I don't want to go alone.
Shall I ___?
- 4 You're very noisy. Could you ___?
- 5 There isn't any sugar left. Do you want me to ___?
- 6 We need to phone Tom. Shall I ___?

- 6 **ACTIVATE** Prepare a new dialogue with a partner. Use the shopping lists or your own ideas. Practise your dialogue. Then change roles.

Camping trip - shopping list

water	✓
sleeping bags	x
map	x
box of matches	x
torch	✓

Boat trip - shopping list

sun cream	✓
snack (fruit, sandwiches?)	x
water	x
life jackets	✓
sun hat	x

WRITING ■ An environmental problem

I can write about an environmental problem.

2

- 1 Read the model text and choose the correct answers.
 - 1 Why did the author write this email?
a To ask for an explanation. b To complain.
c To offer help.
 - 2 Who did he write the email to?
a a friend b a local newspaper c a tourist
 - 3 Which words in the text express certainty?
a perhaps b definitely c possibly
 - 4 Which paragraph gives causes and solutions?
a paragraph 1 b paragraph 3
c paragraph 2
- 2 Study the key phrases. Which phrases introduce new paragraphs? Complete the phrases with your own ideas.

KEY PHRASES □ Writing an email

I'm writing because ...

This photo shows ...

I think there are possibly (two) reasons for this.

Firstly / Secondly, ...

We must do something about ...

Language point: so and because

- 3 Complete the examples from the text. Then match 1–5 with a–e. Use *so* or *because*.

I'm writing ____.

There aren't enough bins, ____.

- 1 I went to the shops ...
- 2 Cars pollute the environment, ...
- 3 There isn't much water, ...
- 4 I can't buy a present ...
- 5 I threw away the letter ...

- a bicycles are better.
- b I didn't want to read it.
- c I haven't got any money.
- d we needed some shampoo.
- e please don't drink too much.

- 4 **ACTIVATE** Follow the steps in the writing guide.

□ WRITING GUIDE

A TASK

Imagine that you took a photo of a traffic jam. Write an email to a newspaper about the traffic problem in a city that you know.

B THINK AND PLAN

Can you think of any causes and solutions for the problems 1–3?

- 1 There's too much traffic.
- 2 There aren't enough buses.
- 3 Not many people use bicycles.

C WRITE

Paragraph 1: Describe the situation

I'm writing because I was ...

Paragraph 2: Causes and solutions

I think there are ... reasons for this.

Paragraph 3: Conclusion

We must do something about this situation.

D CHECK

- *so* and *because*
- *too, too much, too many, enough, not enough*
- *possibly, perhaps, maybe, definitely*

Clean our beach!

Dear Sir / Madam

- 1 I'm writing because I was at the beach with some friends last weekend and the amount of rubbish which we found there was unbelievable. This photo shows the bottles, cans and other rubbish which we found.
- 2 I think there are possibly two reasons for this. Firstly, people aren't responsible enough and they throw their rubbish away anywhere. Perhaps we need a few signs and people who patrol the beach. Also, there aren't enough bins on or near the beach, so I think we need more. Secondly, nobody cleans the beach. I think this is terrible in a tourist town. We need people to clean the beach and empty the bins every day.
- 3 We must definitely do something about this situation. Maybe there isn't much rubbish in other places. I don't know, but we must do something here if we want a cleaner, more attractive beach.

Jon Adams

Vocabulary

- 1 Complete the phrases with the words in the box.

a jar a bar a roll a can a tin a packet
a bottle a tube

- | | |
|-----------------------|-----------------|
| 1 ___ of water | 5 ___ of tuna |
| 2 ___ of toilet paper | 6 ___ of coffee |
| 3 ___ of toothpaste | 7 ___ of crisps |
| 4 ___ of chocolate | 8 ___ of cola |

- 2 Complete the sentences with the verbs in the box.

pollute recycle burn poisons waste
bury save throw away

- We shouldn't ___ bottles. It's better to ___ them.
- You can ___ energy by using public transport.
- Nuclear power stations don't ___ the air, but they create dangerous waste.
- Waste plastic ___ marine animals.
- When you ___ plastic, dangerous gases go into the atmosphere.
- If you ___ plastic, it will stay in the ground for 1,000 years.
- You ___ energy when you leave the window open in winter.

Language focus

- 3 Choose the correct words.

- Does your family recycle **much** / **many** glass bottles?
- Do you eat **too much** / **too many** chocolate bars?
- How **much** / **many** hours do you study every day?
- We throw away **a lot of** / **many** rubbish.
- I haven't got **any** / **some** toothpaste left.
- There isn't **enough** / **many** fuel to heat the house.
- How **much** / **many** kilometres do you walk each day?
- I ate **too much** / **too many** sweets and now I feel sick.
- He isn't **fast enough** / **too fast** to win the race.
- Do we protect animals **too** / **enough**?

- 4 Match the two parts of the sentences. Then complete the sentences with *who*, *which* and *where*.

- | | |
|---------------------|-----------------------------|
| 1 The farmers | a my brother works. |
| 2 I buy pineapples | b has a lot of packaging. |
| 3 That's the shop | c come from Africa. |
| 4 That's the disco | d discovered Australia. |
| 5 He's the person | e produce milk work hard. |
| 6 I don't like food | f we go on Saturday nights. |


Communication

- 5 Complete the dialogue with the phrases in the box.

a lot If you want some How much that's fine

- Greg ¹___ food is there?
Jo There are ²___ of sandwiches and a packet of crisps.
Greg What about cakes? ³___, I can make a chocolate cake.
Jo Do you mind?
Greg No, ⁴___. I've got chocolate and I can buy ⁵___ eggs.

Listening

- 6  1.31 Listen to a conversation about a 'no impact' lifestyle. Write *true* or *false*.

- Zoe is interviewing Colin Beaver about his 'no impact' lifestyle.
- Joe started the 'no impact' lifestyle a month ago.
- Joe doesn't buy any fruit or vegetables which come from faraway countries.
- Joe gets a lot of fruit and vegetables from supermarkets.
- Joe doesn't throw away a lot of rubbish.
- Joe cycles and travels by bus.





Listening

- 1 Look at the photos and answer the questions.
- 1 What type of event is this?
 - 2 What happens there?
 - 3 Which photo shows the end of the event?
 - 4 Who do you think cleans up after the event?
 - 5 How could the organizers change this?
- 2 1.32 Listen to a conversation. Who went to Glastonbury last year? What didn't this person like?
- 3 1.32 Listen again and complete the sentences.
- 1 ____ couldn't buy a ticket.
 - 2 ____ is selling her ticket to ____.
 - 3 Liza doesn't need a ticket because she's a ____.
 - 4 ____ is going to take a tent.
 - 5 ____ is buying the food.
 - 6 ____ is getting the train tickets.
 - 7 They should each take an ____.
 - 8 They're leaving next ____.

Speaking

- 4 Work in groups of three and prepare a conversation. Imagine you are going to Glastonbury festival. One of you went there last year and is organizing the trip. Answer the questions.
- 1 What was it like last year?
 - 2 How are you getting there?
 - 3 How long are you staying?
 - 4 Where are you staying?
 - 5 What is each person taking? Think about food, camping equipment, umbrellas, etc.
- 5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A, one of you is B and one of you is C. Change roles.

A Tell B and C your plans.	→	B That sounds ... !
A Invite B and C.	←	
C Ask where people stay.	→	B Accept.
C Offer to help.	←	
A Reply.	→	
C Ask C to find you a place to stay.	←	
C Reply.	→	B Offer to find transport.
A Reply.	←	

Writing

- 6 Write a comment on the festival website. Describe your festival experience. Mention one thing about the festival organization that you didn't like and suggest a way of improving this for next year. Begin like this:
- I went to ... in It was fantastic and the music was The only problem was

Life online

Start thinking

- 1 What search engines do you know?
- 2 Do you know any internet addicts?
- 3 Who are cyber-criminals?

Aims

Communication: I can ...

- talk about my experiences.
- understand a text about internet addiction.
- talk about internet use.
- talk about cybercrime.
- ask and answer about experiences.
- apologize for something and explain how it happened.
- write an opinion comment on a website.

Vocabulary

- The internet
- Cybercrime

Language focus

- Present perfect: affirmative and negative
- Present perfect: regular and irregular verbs
- Present perfect: questions

English Plus Options



Extra listening and speaking

Talking about websites

➞ Page 90



Curriculum extra

Technology:
The internet – wikis

➞ Page 98



Culture

Social networks around the world

➞ Page 106



Vocabulary bank

Verb and noun collocations; Personal details

➞ Page 114

- 1 1.37 Complete the table with words or phrases from the *Are you well-connected?* questionnaire. Then listen and check.

Nouns	Verbs
email	email
instant messaging (IM)	message people
download	1 ____
file sharing	2 ____ files
3 ____ board	post a message
4 ____	blog
personal webpage	5 ____ a personal webpage
6 ____ room	chat
online game	7 ____ games online
8 ____ engine	search
webcam	9 ____ a webcam
email 10 ____	send an email attachment

Are you well-connected?

- 1 I've emailed or messaged people in another country.
- 2 I've downloaded music or films from the internet.
- 3 I've shared music or film files with people on the internet.
- 4 I've joined a social networking site like Facebook or Bebo.
- 5 I've posted a message on a message board.
- 6 I've created a blog or a personal webpage.
- 7 I've logged onto a chat room recently.
- 8 I've posted a video or photos of myself on a website.
- 9 I've played games with people online.
- 10 I've used a search engine to help me research answers to my homework.
- 11 I've used a webcam to have a video chat session with a friend.
- 12 I've sent an email attachment.

Key

8 or more Yes answers

You're super-connected. Are you living online? Remember there's a real world, too!

3 to 7 Yes answers

You know your way around the internet, but you still make time to disconnect.

1 or 2 Yes answers

You've decided to disconnect or live in the real world. It isn't a bad place, is it?

- 2 Do the questionnaire. Answer *yes* or *no*. Then check the key. Compare your answers with a partner.
- 3 Work in pairs. Ask and answer questions using the nouns and verbs in exercise 1.

Do you email friends?

Yes, sometimes, but I prefer instant messaging.



Finished?

Write about how much time you spend doing different things online / on a computer.

Present perfect: affirmative and negative

- 4 Study the examples. What are the long forms of *'ve*, *'s*, *hasn't* and *haven't*? Then choose the correct words in the rules.

I've created a webpage.

She's visited a chat room.

They've used a webcam.

We haven't downloaded music.

He hasn't posted a message.

RULES

- 1 We form the present perfect with *be / have* + past participle.
- 2 Regular past participles end with *-ed / -ing*.
- 3 We can use the present perfect to talk about experiences / plans which we've had.

More practice ⇌ Workbook page 25

- 5 Write sentences using the present perfect affirmative and negative.

Our teacher (use) the internet a lot today. ✗

Our teacher *hasn't used* the internet a lot today.

1 We (create) a webpage for our school. ✓

2 I (post) any messages this week. ✗

3 She (look) at my blog. ✗

4 My friend (change) his email address. ✓

5 I (chat) a lot today. ✗

6 We (download) that programme. ✗

7 The internet (change) the way we communicate. ✓

8 I (visit) a lot of music websites. ✓

- 6 **ACTIVATE** Write sentences about you and people you know. Use the present perfect. Then compare your answers with other people in the class.

(visit) the USA

My dad *has visited* the USA.

1 (appear) on YouTube

2 (live) in another country

3 (download) films

4 (create) a blog

5 (travel) by plane

6 (play) a musical instrument

My dad *has visited* the USA.


Luke and Pat *haven't lived* in another country, but our teacher *has lived* in England.

READING ■ Internet addiction

I can understand a text about internet addiction.

- 1 Read the title of the article. What do you think it means to be *trapped in the net*?

STUDY STRATEGY ■ Matching headings with paragraphs

- 2  1.38 Read the text and underline words and ideas that go with headings a–e. Then match the headings with paragraphs 1–4. There is one heading that you do not need. Then listen and check your answers.

- a Online gamer
- b Do something about it
- c Stolen identity
- d A new identity
- e Serious symptoms

- 3 Complete the summary of the text with six of the words in the box.

plays games messages online internet
chat rooms real virtual psychologists

This article describes two people's experience of the ¹____. Jenny spends time in a ²____ community, while Tom ³____ online. These days some people spend more time in ⁴____ and on game sites than with their ⁵____ friends. It's a problem which ⁶____ have now identified and which they can treat.

- 4 **BUILD YOUR VOCABULARY** Find the nouns in the text that go with these verbs.

fight make ~~turn on~~ play recognize
feel spend

turn on – laptop

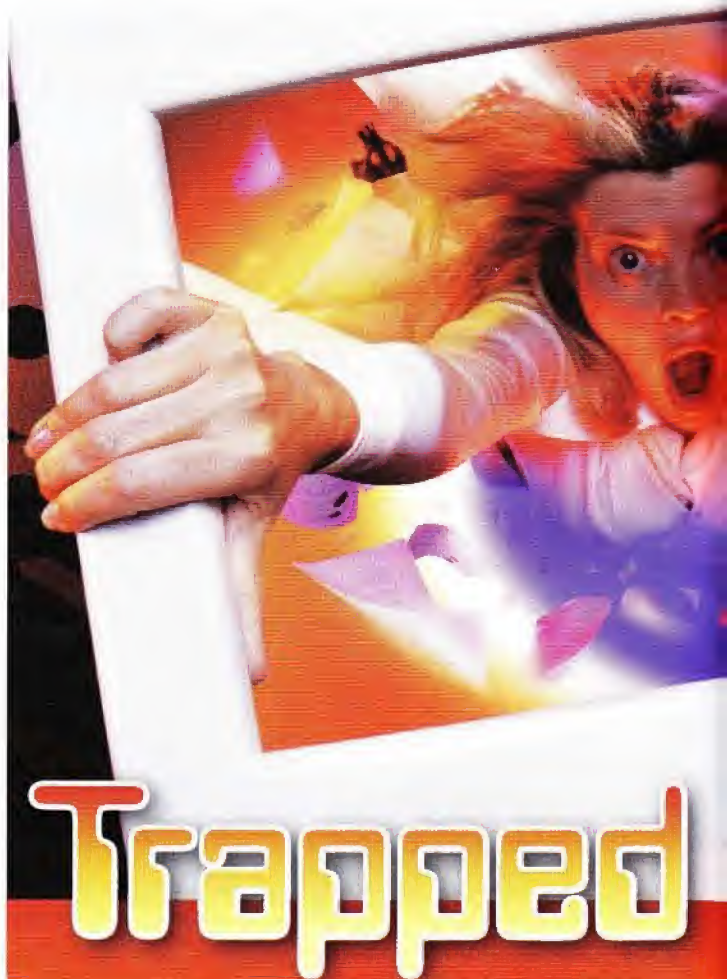
- 5 Complete the sentences with the correct form of the verbs in exercise 4. What are the new collocations?

Can you *turn on* the TV, please?

- 1 I'm sure I ____ the man by the door.
- 2 I ____ angry when I lose a game.
- 3 I can't ____ any more money.
- 4 My sister ____ the piano very well.
- 5 They always ____ a lot of noise.
- 6 They ____ their enemies.

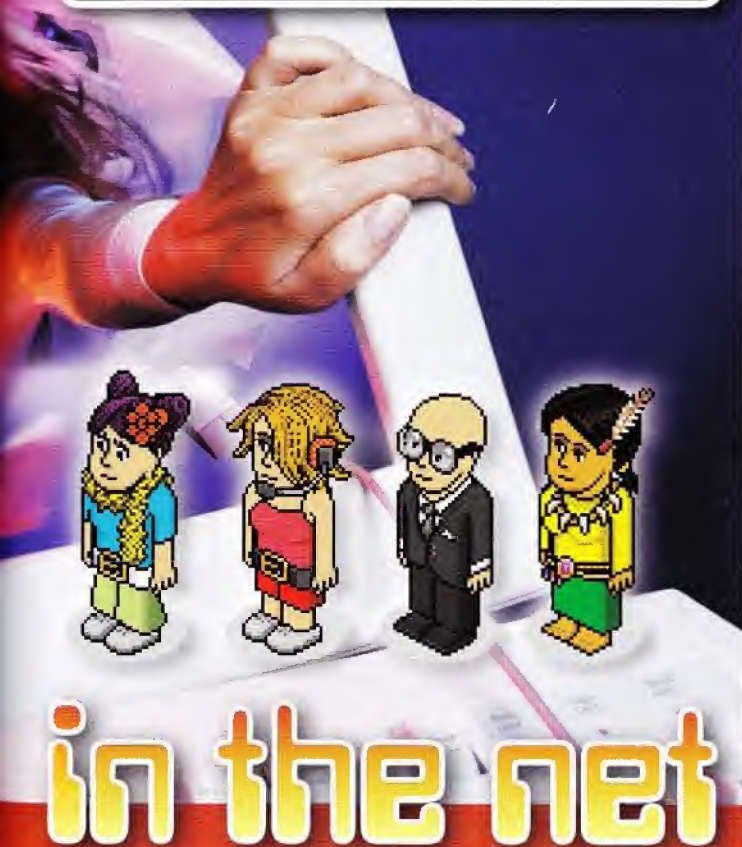
- 6 **YOUR OPINIONS** Ask and answer the questions.

- 1 Do you know anyone who has similar problems to those described in the text?
- 2 How do they behave?
- 3 How do you use the internet?
- 4 Do you think you spend too much time on the internet? Why / Why not?
- 5 What are the positive and negative sides of the internet?



1 Jenny Foxton is a secondary school student, but she's also got another life. She spends all night on the net. Every night she turns on her laptop and visits a virtual world called *Habbo*, where users have created avatars, rooms and communities. Jenny's avatar has bought clothes and also furniture for her room, using virtual money. When she isn't buying virtual possessions, her avatar moves from place to place, chatting to some of the millions of people who have joined *Habbo* in the UK.

2 Tom Dobson's life on the internet is different, but also very time-consuming and obsessive. At two or three o'clock in the morning, Tom is often fighting battles with ogres on his computer. Tom hasn't slept. His mother made him a sandwich seven hours ago, but he hasn't eaten it. He's one of eleven million people who play *World of Warcraft* online. His battle continues ...



3 It can be cool to blog, chat, or play games online, but when you've been on the internet for forty-eight hours non-stop, or more than a hundred hours a week, your idea of reality changes. This can happen to real addicts, who often feel tired, depressed and isolated. Most people use the internet sensibly, but between five and ten per cent of internet users are addicted to the web and psychologists now recognize this as a problem.

4 Internet addiction has ruined people's education, relationships and careers. It's now one of the main reasons why university students fail. If you've ever spent more time online than offline, maybe it's time to come back to real life and find some help. There are clinics, advice and cures if you've got a problem. And a lot of them are online, of course.

- 1 Complete the table with the past participle form of the verbs in the box. Then check your answers in the text.

create buy join sleep eat be
ruin spend

Regular (ends in -ed)	Irregular (doesn't end in -ed)
create ~ created	

More practice ⇨ Workbook page 25

- 2 Add the verbs in the box to the table in exercise 1.

have find sell write speak stay
design put play go make visit

Pronunciation: Vowels ⇨ Workbook page 90

- 3 139 Listen to a conversation. Tick things that the speakers have done and put a cross for things they haven't done.

	Mark	Mary	Paul
online war games	✓		
clothes online			
virtual world			
an avatar			
friends online			
DVDs and books			
all night			

- 4 139 Work in pairs and write sentences about Mark, Mary and Paul using verbs from exercises 1 and 2. Then listen again and check.

Mary has created an avatar.

Mark hasn't visited a virtual world.

- 5 **ACTIVATE** Compare your internet use with a partner. Then tell the class about your partner's internet use. Use the ideas from exercises 3 and 4.

I've never spent three hours online without a break.

Alan has visited a virtual world.

Finished?

Write about five things you haven't done on the internet. Write why you haven't done them.

I haven't used a webcam. I haven't got a webcam.

VOCABULARY AND LISTENING ■ Cybercrime

I can talk about cybercrime.

- 1 Check the meaning of the words in the box. Then complete the dialogue with six of the words.

hacker virus anti-virus software inbox
password firewall spam phishing
spam filter

- Sam Do you get a lot of spam? I've had thirty junk emails in my ¹___ today!
- Jane I've got a ²___, so I don't get many. But I got a bad ³___ last week. I couldn't open my files. My ⁴___ didn't block it. I really need to change it.
- Sam I've received an email asking me to update my bank details. What do you think?
- Jane That's a typical ⁵___ technique. Don't open it and put it in the bin. Oh, and change your ⁶___, too!

- 2 1.40 Read presentation texts 1–3. Listen to the radio programme and choose the correct text.

- 3 1.40 Listen again and choose the correct answers.

- 1 When is the programme?
a 9.00 b 11.00 c 20.00
- 2 Which is Dr Smith?



- 3 What is Elena's problem?



- 4 What was Bridget's password?
a 12031998 b Mq43hIM00 c 03142014
- 5 Which problem do they not discuss on the programme?
a phishing b spam c hackers
- 6 Who is likely to find this radio programme most useful?
a IT scientists b cybercriminals
c ordinary PC users

- 4 ACTIVATE Ask and answer the questions.

- 1 Have you ever had problems with a virus? If so, what happened? If not, what can viruses do?
- 2 Have you ever answered a spam email? What happened?
- 3 What do you use passwords for? How many have you got?
- 4 Do you receive a lot of spam? What do you do with it?
- 5 What do you think are the most serious cybercrimes?

Cybercrime



- 1 The internet has created new opportunities for business people, but also for criminals. Today's programme is about the most serious cyber-criminals.
- 2 Has your computer ever had a virus? Have you received spam? These are just two questions we discuss in today's programme.
- 3 The internet is useful, but it's also a dangerous place. In today's programme, we interview an IT scientist about internet security.

- 1 Complete the sentences from the listening on page 32 with the words in the box. How do you say *ever* in your language? What is the opposite of *ever*?

attacked 's Have have Has

Have you ever received spam?

- 1 Has a hacker ___ your computer?
- 2 ___ your computer had a virus?
- 3 What problems ___ you had?
- 4 What ___ happened to you?

More practice ⇨ Workbook page 27

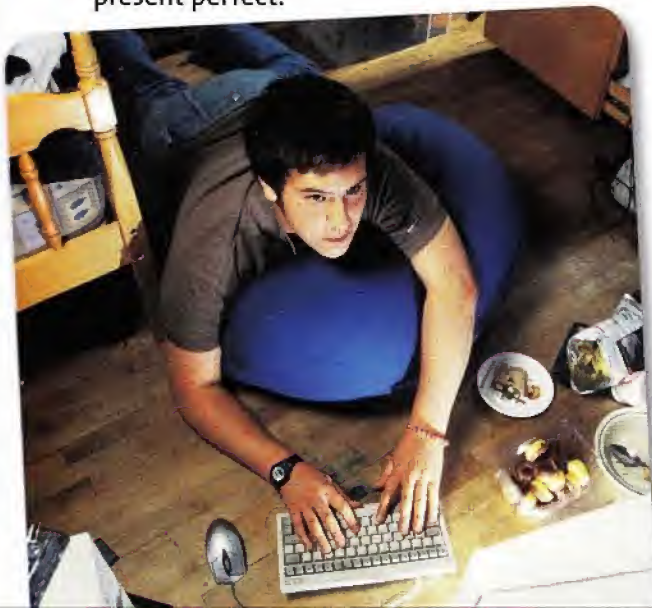
- 2 Order the words to make questions. Then write answers for the questions.

- 1 you / visited / what / websites / recently / have
- 2 any music / recently / downloaded / your friends / have
- 3 you / have / on the internet / put / that photo / why
- 4 lost / ever / a computer file / you / have
- 5 she / visited / a chat room / has / ever
- 6 have / written / what / they / on the message board

- 3 Complete the questions using the present perfect. Then ask and answer with a partner.

- 1 (you read) any good jokes on the internet?
- 2 (a virus attack) your computer recently?
- 3 (your friend make) money on the internet?
- 4 (your grandparents use) the internet?
- 5 (you email) someone recently?
- 6 (your teacher use) the internet in class?

- 4 Complete the dialogue with questions in the present perfect.



Jenna 1 ___ any money online?

Tony No, I haven't made any money, but I've won things in competitions.

Jenna What 2 ___?

Tony Oh, computer games, a webcam. Things like that.

Jenna 3 ___ your own blog?

Tony Yes, I've created a blog with photos.

Jenna How many people 4 ___ it?

Tony Nearly two hundred people have visited it. It's very good.

Jenna 5 ___ any interesting people online?

Tony Yes, I've met a lot of hackers.

Jenna Hackers! 6 ___ anything?

Tony No, I haven't stolen anything, but I've read some very secret files!

- 5 Study the key phrases. Number a–e in order of frequency: 1 = never, 5 = very frequent.

KEY PHRASES □ Experiences

Have you ever ... ?

- a Yes, occasionally. ___
 - b Yes, a lot of times. ___
 - c No, never. 1
 - d Yes, a few times. ___
 - e Yes, once (or twice). ___
- What about you?

- 6 **ACTIVATE** Find someone who has done 1–8. Ask and answer questions using the key phrases.

Have you ever won an online competition?

Yes, once. What about you?

- 1 (win) an online competition
- 2 (send) jokes to friends by email
- 3 (have) a bad online experience
- 4 (have) problems with a virus
- 5 (buy) clothes on the internet
- 6 (write) a blog
- 7 (meet) people in a chat room
- 8 (copy) homework from a website

□ Finished?


Write true sentences about your friends' answers in exercise 6.

Maria's won an online competition once.

SPEAKING ■ Apologizing and explaining


I can apologize for something and explain how it happened.

- 1 Look at the photo. How long do you think Lucy has been on the computer?

- 2  1.41 Listen to the dialogue. Why hasn't Lucy slept all night?

Mum Look at the time. Have you been up all night?
 Lucy Yes. Listen, Mum, I've got something to tell you.
 Mum What is it? What's the matter?
 Lucy I've done something really stupid.
 Mum What have you done?
 Lucy I'm afraid I've lost your file with the photos.
 Mum You mean the file with the holiday photos?
 Lucy Yes. Sorry, Mum. I didn't mean to. I don't know how it happened. I've been up all night looking for it.
 Mum Well, I've got a back-up copy, but you know I don't like it when you use my computer.
 Lucy I'm really sorry.
 Mum Well, please ask me next time. And try and be more careful.
 Lucy Don't worry. It won't happen again. I promise.



- 3  1.42 Complete the key phrases with the words in the box. Who says them? Listen and check. Then practise the dialogue with a partner.

don't mean worry sorry matter happen

KEY PHRASES ■ Apologizing and explaining

What is it? I³ know how it happened.
 What's the¹? I'm really⁴ ____
 I'm afraid ... Don't⁵ ____
 I didn't² ____ to. It won't⁶ ____ again.

- 4 Match sentences 1–8 with pictures A–D.

- 1 Have you broken it?
- 2 Please ask next time you want to use my bike.
- 3 I didn't know your camera was there.
- 4 It's the second time that you've crashed it!
- 5 This is the second DVD you've lost.
- 6 Have you crashed it again?
- 7 Have you used all my free minutes?
- 8 You know I don't like it when you use my mobile.

- 5 Work in pairs. Reply to the sentences in exercise 4.

Have you broken it?

I'm really sorry. I didn't mean to.

- 6 **ACTIVATE** Prepare a new dialogue with a partner. Use one of the pictures A–D. Practise your dialogue. Then choose another picture and change roles.



WRITING ■ A comment on a website

I can write an opinion comment on a website.

3

E-zine

Nearly 80 per cent of young people in the UK use the internet every day. What do they do online? Is internet addiction really a problem? E-zine wants to know your opinions.

Post a comment

Report to moderator

I go on the internet every day, but I've never spent more than an hour at a time online. I've got a laptop and **also** a smartphone, so I can use the internet anywhere. Today, for instance, I've been online three times.

Mainly, I just email friends. I read online magazines and I look for information, **too**. I also compare prices of things, but I've never bought anything online because I don't think it's safe.

I'm not an internet addict, **but** some of my friends are. One friend always looks tired because he spends all night online. **Although** he's failed a lot of exams, he hasn't changed his habits. In my experience, the internet is not the only addictive activity. Another friend spends all her time watching TV!

In conclusion, from what I've seen people can be obsessive about anything. **However**, I think that the internet is definitely more addictive than some other things. The problem is that people can go online anywhere, at any time. For this reason, I think it is a more serious addiction. In my opinion, the real problem is with the person, not with the activity. These people need help.

Sean (15)

1 Read the model text and answer the questions.

- Who is the writer of this text?
- Who are the readers?
- How often does the writer go online?
- Does he know any internet addicts?
- What is the real problem behind addictive habits?

2 Complete the key phrases. Then read the model text again and check.

KEY PHRASES ■ Expressing opinions

... in ¹___ experience ... The ³___ is that ...
 ... from what I've ²___ ... For this ⁴___, I think ...
 I think ... In my opinion, ...

Language point: Addition and contrast linkers

3 Study the words in **blue** in the model text. Then put these words into two groups.

Adding ideas	Contrast
also	

4 Complete the sentences with the words in exercise 3.

- I watch a lot of TV, ___ I prefer watching DVDs.
- He plays computer games and he visits chat rooms, ___.
- I've got a blog and ___ a personal website.
- Computer games are fun. ___, I think they are addictive.
- ___ *Facebook* is popular, I prefer *Twitter*.
- I send emails, ___ I don't visit chat rooms.

5 **ACTIVATE** Follow the steps in the writing guide.

■ WRITING GUIDE

A TASK

Write a comment with your opinion about the discussion topic in the model text.

B THINK AND PLAN

- How often do you use the internet and how long do you spend online at a time?
- How do you use the internet?
- Do you know anyone who uses the internet a lot? Has this had bad consequences?
- Do you know people who are obsessive about other activities? What activities?
- Do you think that the internet is more or less addictive than TV or other activities? Why / Why not?
- What can people do if they're using the internet too much?

C WRITE

Paragraph 1: Write about your internet use
I go on the internet ...

Paragraph 2: Describe your online habits
My main activity on the internet is ...

Paragraph 3: Describe other people's habits
Some of my friends are ...

Paragraph 4: Conclusion
In conclusion, ...

D CHECK

- phrases for expressing opinions
- addition and contrast linkers
- present perfect

Vocabulary

- 1 Complete the sentences with the words in the box.

download online games posted engines
email website blog message

- 1 Have you received an ____ from your brother recently?
- 2 Can you help me ____ this music?
- 3 Do you ____ people or send emails?
- 4 I've created a ____ and friends can leave comments on it.
- 5 My sister plays ____ all the time.
- 6 A friend ____ a message on my blog.
- 7 What search ____ do you use?
- 8 I've posted photos of my dog on my personal ____.

- 2 Choose the correct words.

- 1 A **hacker** / **virus** is a type of online criminal.
- 2 I use **spam** / **anti-virus software** to protect my computer.
- 3 You can stop a lot of **spam** / **hackers** with a filter.
- 4 It's a good idea to change your **software** / **password** quite often.
- 5 A **firewall** / **virus** is a dangerous computer programme.
- 6 I've got a **firewall** / **an inbox** to protect against phishing.

Language focus

- 3 Write affirmative or negative sentences using the present perfect.

- 1 My mum / create / a blog
- 2 My friend / send / me / a lot of emails
- 3 We / not download / videos
- 4 I / play / an online game once
- 5 My grandparents / not use / the internet
- 6 My friends / make / money on the internet / a few times

- 4 Write questions and short answers for the sentences in exercise 3. Use *ever*.


Has your mum ever created a blog?
No, she hasn't.


Communication

- 5 Match sentences 1–8 with responses a–h.

- 1 What have you done?
 - 2 You've lost the file with my photos?
 - 3 What have you bought online recently?
 - 4 It isn't the first time you've downloaded a virus.
 - 5 Have you ever lost a file?
 - 6 What's the matter?
 - 7 What about you?
 - 8 Have your friends ever downloaded videos?
- a Yes, a lot of times.
b I never go on the internet!
c Some new anti-virus software.
d I'm sorry. It won't happen again.
e A virus has got into my computer.
f I've lost my mum's file.
g Yes, I'm really sorry. I didn't mean to.
h Yes, I have. But only once.

Listening

- 6  1.43 Listen to an interview with a computer hacker and complete the notes.



Mr X is ¹____ and he goes to a state secondary school. He's ²____ years old and he became a computer ³____ and started hacking when he was ⁴____.

Hackers use small ⁵____, which they write themselves, to get inside other people's computers. Hackers do this mainly for ⁶____ and not to steal information. Hackers don't usually target private computers because the security is very ⁷____ to break. Mr X has never sold any ⁸____. He has visited government networks ⁹____ and his dad's company ¹⁰____.

1 Read the website plan. Match links 1–4 with pages A–D.

My BMX site

1 Freestyle

2 Places to do BMX

3 Introduction to BMX

4 Racing

Welcome to my website for everything you need to know about BMX. BMX means Bicycle Motocross and it's a really cool urban sport. It has become very popular with young people because you don't need much equipment. There are two types – racing and freestyle. I'd love to hear from any BMX riders on my message board.

It started in California in the 1970s and the first World Championships were in 1982. It became an Olympic sport in 2008. You ride very fast around a track with a lot of small hills.

This is all about skill. There are two main types:

- Airs or jumps – you ride up a ramp, do a trick in the air and then land on the ground again.
- Flatland – you do a series of tricks on one wheel of your bike without putting your feet on the ground.

There are a lot of new places where you can do BMX. There's a fantastic indoor skatepark in Blackpool called Ramp City. It's got different types of ramps for all your freestyle tricks. They're also building a huge new track in London.

2 Make a website plan. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Think of an activity that you do in your free time, or something that you're interested in.
- 2 Plan the contents of your website. Think about: places in your area to do the activity, details about it, equipment you need and famous people who do it.
- 3 Write a home page for your website. Include an introduction to the activity, a few important dates, why it has become popular and some links to other pages.
- 4 Write a short text for each page.
- 5 Find photos for your website plan on the internet or in a magazine.

3 Share your website plan with the rest of the class. Which activity do you want to try?

Fame

Start thinking

- 1 What is face reading?
- 2 What is celebrity culture?
- 3 What is the BRIT school?

Aims

Communication: I can...

- describe people's personalities.
- understand a text about fame.
- talk about things that people have done.
- understand an interview about a creative school.
- talk about things I have read, heard or seen.
- identify and describe people.
- write a biography of a celebrity.

Vocabulary

- Adjectives: personality
- Nouns and adjectives: personal qualities

Language focus

- Adverbs of degree
- Present perfect + *still, yet, just and already*
- *for* and *since*
- Present perfect and past simple

English Plus Options



Extra listening and speaking

Describing people

→ Page 91



Curriculum extra

Language and literature: Newspapers

→ Page 99



Culture

Teenage magazines

→ Page 107



Vocabulary bank

Prefixes and suffixes;
Music

→ Page 115

- 1 202 Check the meaning of the words in **blue** in the *Face Reading Guide*. Then complete the sentences with adjectives. Listen and check.

- 1 A person who likes investigating things is ____.
- 2 A person who likes being busy in their free time is ____.
- 3 A person who doesn't like meeting new people is ____.
- 4 A person who wants to be successful is ____.
- 5 A person who hasn't got much experience of the world is ____.
- 6 A person who doesn't like giving money to people is ____.
- 7 A person who doesn't accept other people's ideas is ____.
- 8 A person who understands how people feel is ____.

STUDY STRATEGY Identifying cognates and false friends

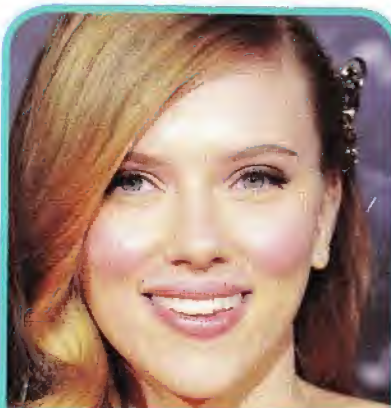
- 2 Study the words in the box and answer the questions.

practical intelligent sensible curious active

- 1 Are there similar words in your language?
- 2 Are the meanings of the words in your language similar or different?

- 3 Look at the descriptions of the faces below. Use the *Face Reading Guide* and choose the best words in the texts. Then justify your answers.

I think Scarlett Johansson is friendly because she's got a round face.



Scarlett Johansson

Description:

Face: quite round
Eyebrows: curved
Eyes: oval, quite wide apart
Mouth: large, round

Analysis:

She's a very ¹friendly / shy woman who can be a bit ²curious / intolerant sometimes. She's cheerful and ³practical / intelligent. She's very ⁴generous / mean and sensitive.



Daniel Craig

Description:

Face: square
Nose: wide
Eyebrows: heavy, straight
Eyes: oval

Analysis:

He's usually really ⁵determined / innocent and ⁶shy / confident. He's quite ⁷serious / cheerful, ⁸active / not very active and he's also ⁹intolerant / intelligent.

Adverbs of degree

4 Choose the correct adverbs. What is the position of the adverbs in these sentences?

- 1 It's **incredibly** / **a bit** difficult. Nobody can do it.
- 2 He's **not very** / **quite** tolerant. He doesn't like many of my friends.
- 3 Is that Amy singing? I thought she **wasn't very** / **was really** shy!
- 4 A million euros for me? You're **a bit** / **very** generous.
- 5 Sam is **a bit** / **isn't very** sensitive. Don't say bad things about him.
- 6 Liam is **incredibly** / **isn't very** tall – over two metres!

More practice → Workbook page 33

5 Rewrite the sentences with the correct adverbs.

I hated that film. It was bad. (really / a bit)

I **hated** that film. It was **really** bad.

- 1 One euro! That's mean! (a bit / not very)
- 2 It's a fantastic place. I'm happy that we're here. (a bit / really)
- 3 That new Ferrari is expensive. (quite / not very)
- 4 They get up at 6 a.m. That's early. (incredibly / quite)
- 5 He's a big Liverpool fan. He thinks that they're good. (really / not very)

6 Study the key phrases. Then think of two people and complete the key phrases for each person. Use different adverbs of degree.

KEY PHRASES ☐ Describing people

She tends to be (quite) ...

He can be (very) ...

He's sometimes / always (a bit) ...

He isn't (very) ...

My (aunt) can be (incredibly) ...

7 **ACTIVATE** Work in pairs. Take turns to describe and guess famous people or someone you both know. Use the key phrases and adverbs of degree.




















This person tends to be a bit shy.
He can be very generous and he's always very cheerful.

I think it's John.

☐ Finished?


Write a short description of one of the people you discussed in exercise 7.

FACE READING GUIDE

FACE	 Round: friendly sensitive	 Square: ambitious determined	 Triangular: intelligent	 Long: practical sensible
EYEBROWS	 Heavy: serious	 Thin: not very confident	 Curved: curious	 Straight: active
EYES	 Round: innocent	 Oval: intelligent	 Wide apart: tolerant	 Close together: intolerant
NOSE	 Wide: confident	 Small: shy	 Long: curious	 Short: cheerful
MOUTH	 Round: sensitive	 Large: generous	 Narrow: mean	

READING ■ Celebrity culture

I can understand a text about fame.

- 1 Check the meaning of the words in **blue** in the text. Then read the title of the text. What do you think *instant fame* means? How can people become instantly famous?
- 2  203 Read and listen to the text and check your answers in exercise 1.
- 3 Read the text again and choose the correct answers.

- 1 What type of text is this?
 - a A critical article about fame.
 - b A review of a talent show.
 - c A description of famous people.
- 2 Who is Craig Jones?
 - a a celebrity
 - b a talent show participant
 - c a young artist
- 3 How does Craig feel about the outcome of his audition?
 - a positive
 - b negative
 - c he doesn't know
- 4 What can you read about in gossip magazines?
 - a talent surveys
 - b footballers
 - c new celebrities
- 5 Who benefits from the creation of these new stars?
 - a the entertainment industry
 - b the young artists
 - c the record companies

- 4 **BUILD YOUR VOCABULARY** Study the prefixes and suffixes in **blue**. Then complete definitions 1–5 with the words in the box. There is one word that you do not need.

can can't across the whole
with without not

- 1 point**less** – ___ a point
- 2 un**creative** – ___ creative
- 3 nation**wide** – ___ nation
- 4 success**ful** – ___ success
- 5 dispos**able** – You ___ dispose of this.

- 5 Complete the sentences. Add the prefixes or suffixes in exercise 4 to the words in the box. There is one word that you do not need.

kind use create world sleep predict

- 1 Thanks for the advice. I think it'll be very ____.
- 2 I'm very tired. I had a ____ night.
- 3 I know what he will do. He's usually quite ____.
- 4 Don't be _____. Give your sister some of the chocolate.
- 5 The song was a ____ hit.

- 6 **YOUR OPINIONS** Ask and answer the questions.

- 1 Why are people obsessed with celebrities?
- 2 Do normal people become famous very often?
- 3 Why do some stars have long careers?
- 4 Which TV programmes create celebrities?
- 5 Have you ever seen a celebrity? Who? Where?

Instant Fame

New celebrities seem to appear every day. But who creates these stars and for how long are they famous?

It's 9 a.m. and Craig Jones has just arrived outside a building where nearly a thousand hopeful young singers and dancers are queuing to audition for a talent show. Two hours later, Craig still hasn't gone inside the building. He's already auditioned for two other shows this year without success, but he hasn't given up yet. He's changed his act and he's confident that this time will be his **big break**.

This is the age of the celebrity. Gossip magazines are full of footballers' wives and fashion models and talent shows discover a new star nearly every week. It seems that anybody can become an **overnight sensation**. A survey has found that one in six young Americans really believes that they can become rich and famous if they win a talent show, but the reality is very different.

For the winners of talent shows, life isn't easy. They sign a contract and have a hit with their song from the show. But the second and third hits are more difficult and music is an expensive business. It costs about €5,000 to record a song, €30,000 to advertise it and between €40,000 and €1,000,000 to make a good video. Then they must also pay their manager about 20%.

Creating celebrities is a profitable business for the entertainment industry, but not many of these artists become rich and famous. Most of them are **one-hit wonders** who disappear from **the public eye** when the media 'discovers' the next big star. For these **wannabe celebrities**, the return to normal life is very hard. 'Celebrity Street' is often a **dead end**. Fame can be instant, but it can also finish fast.

1 Complete the sentences from the text. Then match sentences 1–5 with a or b.

- 1 Craig Jones has ____ arrived.
 - 2 Craig ____ hasn't gone inside the building.
 - 3 He's ____ auditioned for two other shows.
 - 4 He hasn't given up ____.
- a This describes an action which hasn't happened.
b This describes an action which has happened.

More practice ⇌ Workbook page 33



2 Complete the rules with *still, yet, just* and *already*.

○ RULES

- 1 We use *still* with negative sentences. It goes before *hasn't* / *haven't*.
- 2 We use ____ and ____ with affirmative sentences. They go between *has* / *have* and the verb.
- 3 We use ____ with questions and negative sentences. It goes at the end of the sentence.

3 Order the words to make sentences.

- 1 they / haven't / still / made / the video
- 2 we / have / already / the talent show / seen
- 3 already / they've / two hits / had
- 4 won / she / a talent show / just / has
- 5 you / yet / signed / a contract / have / ?
- 6 seen / just / a really good / I've / film
- 7 the actor / hasn't / still / found / a job

4 Write answers for the questions with *still, yet, just* and *already*. Use your own ideas.

Why are you smiling? (just)

Because I've just had some good news.

- 1 Why isn't your friend here? (still)
- 2 Why is your friend very happy? (just)
- 3 Why aren't the students working? (yet)
- 4 Why are you going to the cinema? (yet)
- 5 Why aren't you having lunch? (already)
- 6 Why aren't they at school? (still)

5 204 **ACTIVATE** Listen to six dialogues and write sentences for 1–6 with the verbs in the box. Use *still, yet, just* and *already*. Then ask and answer with a partner.

finish see make find write arrive

- | | |
|---------------------|--------------------|
| 1 Tom / dinner | 4 Jonny / the test |
| 2 Simon / at school | 5 Jane / the film |
| 3 Polly / her essay | 6 Joe / a job |

Has Tom made dinner yet?

No, he hasn't. He hasn't decided what to make.

○ Finished?

Write sentences about your day using *still, yet, just* and *already*.

I've already had two lessons today.

for and since

- 1 Choose the correct words in sentences 1–3 from the listening on page 42. Then match the sentences with descriptions a and b in the rules.

- 1 I've been here *since* / *for* 2008.
- 2 He's been here *since* / *for* he was 14.
- 3 I've been here *since* / *for* a year.

RULES

- a This tells us the point when a state or action begins.
- b This tells us the duration of a state or action.

More practice ⇨ Workbook page 35

- 2 Work in pairs. Decide which time expressions go with *for* and which go with *since*. Then add two more time expressions to each group.

two years last Saturday an hour March
a long time Christmas I met him 2009
a month two days

- 3 Complete the sentences using the present perfect form of the verbs in brackets and *for* or *since*.

- 1 We ___ Tom ___ three weeks. (not see)
- 2 Our school ___ here ___ 1990. (be)
- 3 That singer ___ a big ego ___ she appeared on TV. (have)
- 4 I ___ a good song ___ a long time. (not hear)
- 5 They ___ a CD ___ two years. (not release)
- 6 This is my lucky pen. I ___ it ___ months. (have)

- 4 Complete the sentences with *for* or *since* and your own ideas. Then work in pairs and ask and answer questions with *How long ...?*

- 1 I've studied English ___.
- 2 We've been at this school ___.
- 3 My family has lived in this town ___.
- 4 This school has been here ___.
- 5 My friend has had a computer ___.
- 6 I've liked sport ___.

How long have you studied English?

I've studied English since I was 11.

Present perfect and past simple

- 5 Study the examples and answer the questions.

- a I've learnt a lot this year.
- b I studied here three years ago.
- c He's studied at the school since 2008.
- d He started the school last year.
- e How long have you lived here?
- f When did you see *Avatar*?

- 1 Which sentences are in the present perfect tense and which are in the past simple?
- 2 Which sentences describe an action that started and finished in the past?
- 3 Which sentences describe an action that still continues in the present?

More practice ⇨ Workbook page 35

- 6 Complete the text with the correct form of the verbs in brackets. Use the present perfect or the past simple.



Victoria and David Beckham ¹ ___ (have) very successful, but very different, careers. They first ² ___ (meet) in 1997, when David ³ ___ (play) football for Manchester United. At that time, Victoria ⁴ ___ (be) a singer in the *Spice Girls*. David and Victoria ⁵ ___ (get) married in 1999.

Victoria and David ⁶ ___ (have) three children. They ⁷ ___ (be) in the public eye since they ⁸ ___ (meet).

- 7 **ACTIVATE** Write things that you have read, heard, or seen this month. Then work in pairs and ask and answer questions.

Have you read *Twilight*?

No, I haven't, but I've seen the film.

What did you think of it?

It was really exciting, but a bit long!

Finished?


Write four sentences about things you have done and places you have visited. Write when you did the activities.

I've visited Paris. I went there last summer.

SPEAKING ■ Identifying and describing people


I can identify and describe people.

- 1 Describe the people in the photo. What are they wearing? What are they doing?

- 2  2.07 Listen to the dialogue.
Who's Adam looking at?

Lucy Who are you looking at, Adam?
Adam Oh, hi, Lucy. Who's that girl over there?
I think I've seen her before.
Lucy Which one? The girl with long hair?
Adam No, the tall girl with the blue jeans. She's talking on the phone.
Lucy Oh, that's Joanna Mills. What about her?
Adam Do you know her, then?
Lucy Yes, she goes to our school, but she hasn't been there long. She started in September. Why?
Adam She looks like someone famous. She's got an interesting face. Is she a model or a singer or something?
Lucy No she isn't, Adam. She's just a normal student.
Adam Oh, that's a pity. Never mind.



- 3  2.08 Complete the key phrases from the dialogue. Who says them? Listen and check. Then practise the dialogue with a partner.

KEY PHRASES ■ Identifying people

Who's that guy / girl ¹ ___ there?
I think I've seen him / her ² ____.
The guy / girl with ³ ____.
What ⁴ ___ him / her?
Do you ⁵ ___ him / her?
He / She looks ⁶ ___ someone famous.
He / She's got ⁷ ____.

Pronunciation: Diphthongs ⇌ Workbook page 91

- 4 Imagine that you and a friend are looking at the people in the photo in exercise 6. Complete the sentences with the words in the box.

shy seen fair smiling interesting
blue T-shirt hair

- The guy with the ____?
- No, the guy with ____ hair and a green T-shirt.
- She's ____ at the guy.
- He's got an ____ face.
- Have you ____ her before?
- Who's the girl with long curly ____?
- The blonde girl looks a bit ____.

- 5 Ask about people in your class. Describe hair, clothes and location.

Who's the guy with the long hair sitting near Olivia?

That's Alex.

Who's the girl with the red skirt behind Patrick?

I think it's Nina.

- 6 **ACTIVATE** Look at the photo below and practise a new dialogue with a partner.





1 Read the model text and answer the questions.

- Which paragraph describes Katie's teenage years?
- Where did she study?
- What was her big break?
- What happened in 2006?
- What work has she done since 2005?

2 Study the key phrases. Put the phrases in the order of the text. Then check your answers.

KEY PHRASES ■ A biography

She's got ... and ...
 In the years that followed, ...
 She's been involved in ... since ...
 ... was born in ...
 Since then, she has ...
 Her big break came in ...

Language point: Order of adjectives

3 Complete the table with adjectives from the model text. Then order the words in 1–6.

Opinion	Size / length	Age	Colour	Noun
	1 ____		2 ____	hair
	big	new		car
3 ____	4 ____		5 ____	eyes

- She's a (shy / child / little).
- She lives in a (flat / new / big).
- She's got (long / hair / blonde).
- Her sister has got (beautiful / eyes / big / blue).
- She's a very (young / warm-hearted / girl).
- She's wearing a (red / dress / lovely / long).

4 **ACTIVATE** Follow the steps in the writing guide.

- Ketevan 'Katie' Melua was born in Georgia in 1984. She moved with her family to the UK in 1993 and she has been a British citizen since 2005. Katie's got a pretty face with long dark hair and lovely big brown eyes. She isn't very tall, but she's got a strong personality. She's a very generous and adventurous person.
- She studied music and songwriting at the BRIT school where she won a school prize in a song competition. She's been involved in show business since she was fifteen years old when she won a TV talent contest.
- Her big break came in 2003, when she signed a contract with a small record company. In the years that followed, she released many best-selling albums, including *Call off the Search* and *Piece by Piece*. In 2006, she became Europe's biggest-selling female artist.
- Since then, Katie's had a very successful music career. She's recorded several albums, she's appeared in the film *Grindhouse* and she's made soundtracks for films, such as *Nancy Drew*. She has sung in several charity events, including the *Band Aid* concert in 2004. Since 2005, she's worked with the *Save the Children* charity.

WRITING GUIDE

A TASK

Write a biography of a famous actor, musician, or sports star.

B THINK AND PLAN

Find information about the person and make notes.

- When and where was he / she born?
- What does he / she look like?
- When and how did he / she get involved in acting, music or sport?
- What was his / her first job?
- When and how did he / she get a big break?
- What happened after that?
- What has happened since then?
- How successful has the person been?
- Has the person become famous for other things?

C WRITE

Paragraph 1: Personal information

... was born in ...

Paragraph 2: Studies

He / She studied ...

Paragraph 3: Success

His / Her big break came in ...

Paragraph 4: Recent career

Since then, he / she ...

D CHECK

- order of adjectives
- present perfect and past simple

Vocabulary

1 Match the words in the box with sentences 1–8.

ambitious sensitive cheerful tolerant
serious generous mean curious

- 1 She always gives things to her friends.
- 2 He wants to play football for his country.
- 3 She doesn't laugh very much.
- 4 My parents never give me any pocket money.
- 5 Be careful what you say to her.
- 6 He smiles and laughs all the time.
- 7 My parents never stop me doing things.
- 8 She always wants to know everything about everyone.

2 Make adjectives from these nouns.

- | | |
|------------|------------------|
| 1 style — | 5 fame — |
| 2 skill — | 6 creativity — |
| 3 luck — | 7 independence — |
| 4 talent — | 8 strength — |

Language focus

3 Complete the dialogue with the words in the box.

just yet (x2) already still (x2) for since

- Martin** Have you done all your homework ¹___?
- Sammy** No, there's too much! I've worked on it ²___ 8 p.m., but I ³___ haven't finished it.
- Martin** Have you finished the maths exercises ⁴___?
- Sammy** Yes, I've ⁵___ done them, but I ⁶___ haven't finished my English essay.
- Martin** Well, I've ⁷___ written the essay, but I haven't done the maths exercises. I've worked on them ⁸___ an hour, but I can't do them.
- Sammy** I know! I'll help you with the maths exercises and you can help me with the essay.
- Martin** Good idea!

4 Order the words to make sentences.

- 1 studied / long / you / how / have / English / ?
- 2 visited / yet / I / the USA / haven't
- 3 an interview / he / just / has / given
- 4 they / 1999 / lived / in Canada / have / since
- 5 brother / I / met / still / your / haven't
- 6 lived / for / they / twenty / here / have / years

5 Complete the text with the present perfect or the past simple form of the verbs in brackets.

Britney Spears and Justin Timberlake ¹___ (be) friends for a long time. They first ²___ (meet) on a TV show when Britney was eleven. When they were younger, they both ³___ (sing) on a talent show. They ⁴___ (not win), but since then they ⁵___ (become) celebrities. In their careers, they ⁶___ (have) a lot of hits. Justin ⁷___ (have) his first hit in 1998 and Britney's first number one ⁸___ (be) in 1999. They are good friends today and they ⁹___ (appear) together recently on TV and at concerts.

Communication

6 Complete the dialogue with the words in the box.

incredibly good-looking pity a bit
tends short looks guy

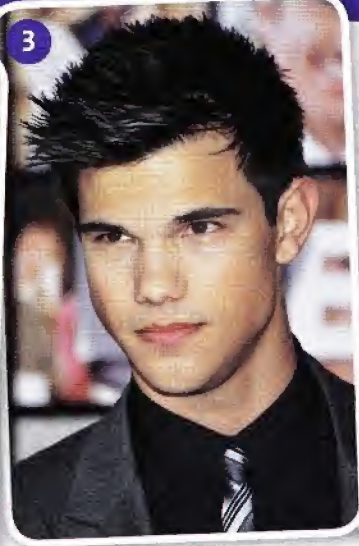
- Sarah** What's your brother like?
- Alison** He can be ¹___ shy.
- Sarah** Who's the ²___ with him? The tall guy with the ³___ hair.
- Alison** Oh, that's Tony. What about him?
- Sarah** He ⁴___ really nice.
- Alison** He is ⁵___ nice, but he ⁶___ to be a bit serious.
- Sarah** He doesn't look serious. And he's very ⁷___.
- Alison** Yes, and the girl with the long fair hair is his girlfriend.
- Sarah** That's a ⁸___! Never mind.

Listening

7 209 Listen and choose the correct words.

- 1 Beyoncé won five / six Grammy awards in 2010.
- 2 Beyoncé first became a star in 1981 / 1997.
- 3 She won a talent competition / a Grammy award when she was seven.
- 4 She became a solo singer / a member of *Destiny's Child* in 2005.
- 5 She has made one film / several films.
- 6 Her fashion company is called Dreamgirls / House of Deréon.





Listening

- Look at the photos and answer the questions.
 - Who are the celebrities?
 - Why are they famous?
 - What films have some of the people been in?
 - Which person do you like best? Why?
- 2:10 Listen to a conversation. Which celebrity in the photos do Joe and Liza not mention?
- 2:10 Listen again and complete the sentences.
 - Joe and Liza saw a good ___ on TV last night.
 - Joe ___ Angelina Jolie because she's the most ___ woman in the world.
 - Liza admires Jolie because she helps ___.
 - ___ gave a lot of money to help people in Haiti.
 - ___ favourite celebrity is David Beckham because he has done a lot for ___ people.
 - Liza thinks Beckham is a ___ choice.
 - Liza admires Leonardo DiCaprio because he works with ___ groups.
 - Joe says Leonardo DiCaprio isn't as ___ as Beckham.

Speaking

- Work in pairs and prepare a conversation about a celebrity you like. Imagine you have seen an interview with the celebrity on TV. Answer these questions.
 - Who did you see on TV?
 - What does he / she look like?
 - What has he / she done?
 - What other celebrities do you like? Why?
 - Who is your all-time favourite celebrity? Why?

- Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is **A** and one of you is **B**. Change roles.

A Did you see (name of celebrity) on ... ?

B Reply.

A Comment on appearance.
He / She's looks ...

B Comment on personality.
I think he / she is a ... person because ...

A Mention another celebrity.
Another person I ...
I admire him / her because ...

B Disagree.

A Ask about B's favourite celebrity.
Who is ... ?

B Reply.

A Disagree.

B Reply.

Writing

- Write a description of a person who you think is a good role model. Describe the person's appearance and character. Say what the person has done and why you admire him / her. Begin like this:
I've chosen ... as my role model. He / She is a ... person. I really admire this person because ...

School life

Start thinking

- 1 What are secondary schools called in the USA?
- 2 What's home-schooling?
- 3 What's the school-leaving age in your country?

Aims

Communication: I can ...

- talk about school rules.
- give my opinions about cheating at school.
- talk about rules at home and at school.
- understand people talking about schools.
- compare my school to schools in other countries.
- ask for and give advice.
- write an opinion essay.

Vocabulary

- School life: verbs
- School life: nouns

Language focus

- *should* and *must*
- *have to* and *don't have to*
- *should*, *must* and *have to*

English Plus Options



Extra listening and speaking

Talking about your school

⇒ Page 92



Curriculum extra

Citizenship:
The school community

⇒ Page 100



Culture

Studying abroad

⇒ Page 108



Vocabulary bank

American English;
School

⇒ Page 116

- 1 Check the meaning of the words and phrases in **blue** in the *What's your attitude to school?* questionnaire. Then complete the table with the infinitive form of the verbs.

Positive	Neutral	Negative
get good marks		

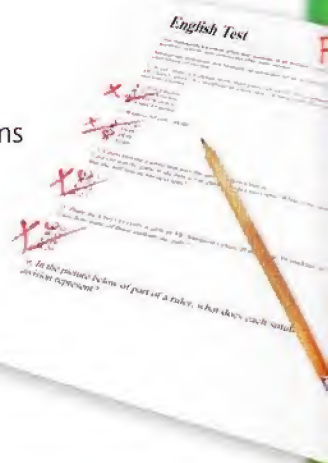
- 2 Work in pairs and do the questionnaire. Then check the key.

What's your attitude to school?



Are you a good student, or have you got an attitude problem?

- 1 What's the best way to enjoy school?
 - a Make friends.
 - b Get good marks and pass exams.
 - c Both a and b.
- 2 What's the best way to avoid problems at school?
 - a You should play truant.
 - b You shouldn't be noisy in class.
 - c You should study and help people.
- 3 When do you revise for a test?
 - a Never.
 - b The day of the test.
 - c A day or two before.
- 4 What do you think about people who cheat in exams?
 - a It's normal.
 - b People shouldn't do it, but it sometimes happens.
 - c People mustn't cheat. It isn't allowed.



3 Ask and answer the questions with a partner. Then compare your answers with the class.

- 1 Did you do any homework last night? What was it?
- 2 Have you ever failed an exam?
- 3 How do you feel before you take an exam?
- 4 When did you last revise for a test?
- 5 Do you usually get good marks for English?
- 6 Have you ever cheated in an exam?
- 7 When are you going to leave school?
- 8 What qualifications can people get in secondary schools in your country?



5 If you fail an exam, what should you do?

- a Copy a friend's work next time.
- b Do your homework in future.
- c Find out why you got a bad mark and take the exam again.

6 What must you do if someone bullies you?

- a You can't do anything.
- b You must confront the bully.
- c You must tell an adult about it.

7 What should schools do with bullies?

- a Nothing.
- b Suspend them or expel them.
- c Write a polite letter to their parents.

8 What do you want to do before you leave school?

- a Become more popular.
- b Improve your English.
- c Get a qualification.

should and must

4 Complete the sentences from the questionnaire. Then answer questions a–e.

- 1 You ___ tell an adult about it.
- 2 You ___ study and help people.
- 3 People ___ cheat.
- 4 You ___ be noisy in class.
- a Which verb do we use for rules and strong obligations?
- b Which verb do we use for advice?
- c Which verb means you are not allowed to?
- d Do we use *to* after *must* and *should*?
- e Do we add an -s in the third person singular forms of *must* and *should*?

More practice ⇨ Workbook page 41

5 Choose the correct words.

- 1 Children **must** / **should** go to primary school.
- 2 You're tired. You **must** / **should** go to bed.
- 3 Students **mustn't** / **shouldn't** eat in class.
- 4 We **mustn't** / **shouldn't** go out. It's raining.
- 5 You **must** / **should** be over eighteen to vote.
- 6 You're cold. You **must** / **should** wear a coat.

6 **ACTIVATE** Work in groups. Write rules and advice for the places in the box using *must* / *mustn't* and *should* / *shouldn't*. Then compare your ideas with another group.

canteen library classroom
corridors school yard gym

Students **mustn't** shout in the canteen.

You **shouldn't** run in the corridors.

☐ **Finished?**

Write sentences about life with your family using *should* and *must*.

Key

Mostly a: You've got a bad attitude. You must try to be more positive.

Mostly b: Not bad. You haven't got a bad attitude.


Mostly c: Well done! You've got a good attitude to school and friends.

READING ■ Cheating

I can give my opinions about cheating at school.

- 1** Which of these things are cheating?
Read the text and tick the things that are mentioned.

- 1 Copying someone's answers in a test.
- 2 Copying someone's homework.
- 3 Doing homework with a friend.
- 4 Emailing test questions to a friend.
- 5 Copying an essay on the internet.
- 6 Getting information on the internet.
- 7 Writing an essay for someone.
- 8 Using a calculator in a test.

- 2**  2.16 Read the text again and complete gaps 1–5 with sentences a–f. There is one sentence that you do not need. Then listen to the text and check your answers.

- a There is more competition today.
- b Many students don't even realize that what they're doing is wrong.
- c School principals can suspend or expel students who cheat.
- d That's a lot of cheats!
- e But it isn't only at school that people are cheating.
- f You can pay people online to write an essay for you.

- 3 BUILD YOUR VOCABULARY** Find the American English words in the text.

British English	American English
secondary school	high school
marks	¹ _____
mobile phones	² _____
head teacher	³ _____

- 4** Match the British English words in the box with the American English words in 1–10.

shop biscuit trousers sweet
lorry motorway petrol film
rubbish pavement

- | | | | |
|------------|-------|------------|-------|
| 1 gasoline | _____ | 6 pants | _____ |
| 2 movie | _____ | 7 cookie | _____ |
| 3 trash | _____ | 8 sidewalk | _____ |
| 4 freeway | _____ | 9 truck | _____ |
| 5 store | _____ | 10 candy | _____ |

- 5** Study the key phrases. Which phrases can you use to disagree with an opinion?

KEY PHRASES ■ Agreeing and disagreeing

- | | |
|-------------------------------------|----------------------------|
| I (don't) think that ... | I (don't) think so. |
| I agree / disagree with that / you. | I'm not sure about that. |
| That's right. | Yes, I think you're right. |
| | That's true, but ... |

- 6 YOUR OPINIONS** Ask and answer the questions. Use the key phrases and your own ideas.

- 1 Do you have to cheat sometimes if you want to succeed?
- 2 Is it easy to cheat nowadays?
- 3 What should schools do with cheats?
- 4 Are you really cheating if you copy someone's homework?
- 5 Should schools ask students to report people who cheat?

CHEAT!

What's the problem?

Recently, a study in the USA showed that 75% of high school students have cheated in tests and exams. If we include copying homework, the number is 90%. ¹_____ They think that cheating is OK now, because it's common. That's a problem.

Who's cheating?

In the past, weaker students cheated, but now cheats are often clever kids who need higher grades. ²_____ One high school student says, 'There's big pressure to get into a good university. You have to get good grades, and to get good grades some people think they have to cheat.'



1 Complete the sentences from the text. Then choose the correct words in the rules. How do we form questions with *have to*?

- 1 You ___ get good grades.
- 2 People sometimes ___ lie and cheat to succeed.
- 3 ... they ___ cheat to be successful.


○ RULES

- 1 We use *have to* / *don't have to* to express an obligation.
- 2 We use *have to* / *don't have to* when there is no obligation.

More practice ⇨ Workbook page 41

2 Order the words to make questions.

- 1 we / walk / to / school / have to / do
- 2 prepare / lessons / the teacher / does / have to
- 3 they / uniform / wear / have to / don't / a
- 4 doesn't / Francis / study / have to
- 5 see / have to / he / the / head teacher / does
- 6 have to / you / go / home / do

3  2.17 Listen to an interview with Laura. Tick the things she has to do. Then write sentences with *have to* and *don't have to*.

get up early on school days
Laura *doesn't have to* get up early on school days.

- 1 walk to school
- 2 wear a uniform
- 3 eat at the canteen
- 4 do her homework before she goes out
- 5 help make dinner every evening
- 6 stay at home on school days

4 **ACTIVATE** Write six questions with *have to*, the words in the boxes and your own ideas. Then interview your partner.

parents teacher you friends

cook at home get up at six o'clock
do homework at the weekend
study English do exams

Do your parents have to get up at six o'clock?

My mum has to get up at six because she starts work early, but my dad *doesn't*. He *doesn't have to* get up until seven thirty.

○ Finished?

Write sentences about an ideal school.
In my ideal school we only have to go to school for four hours a day. We *don't have to* ...

The culture of cheating

In the American study, 50% of students agreed with the opinion 'People sometimes have to lie and cheat to succeed.' It seems that cheating has become normal for some people. ³ ___ We see more and more cheats in sport and in business. Unfortunately, adults don't always set a good example.

How are they cheating?

Cheating is easier with new technology. There are websites where you can download exams and essays. ⁴ ___ Students are instant messaging homework answers and they can send text messages to friends in exams or put answers into their mp3 players. Some students take photographs of tests and then email them to friends. So what's the solution?

Beating the cheats

Teachers can ban cell phones and cameras, and use special software to detect copying in homework. ⁵ ___ But really it's more important for people to know that they don't have to cheat to be successful – cheats never win and winners never cheat.





VOCABULARY AND LISTENING ■ School life: nouns

I can understand people talking about schools.


- 1 Complete the table with the words in **blue**. Then answer the questions with a partner.

Types of schools	Other collocations
<i>mixed schools</i>	<i>school-leaving age</i>

- Which are better: **mixed schools** or **single-sex schools**, **state schools** or **private schools**?
 - What's the best **school-leaving age**? Why?
 - Are **school uniforms** and **school rules** a good idea?
 - Are **school holidays** too long or too short?
 - Which are the most useful **school subjects**?
 - Should **primary schools** and **secondary schools** be combined?
 - Why are **boarding schools** necessary?
 - What is the **school-leaving age** and what **school-leaving exams** do students take?
- 2  2.18 Listen to four people. Which type of school from exercise 1 does each person go to?

- 3  2.19 Look at the photos. Are sentences 1–3 **true** or **false**? Listen and check.

- Juliet's parents don't have to teach her.
- Larry thinks that single-sex schools are better.
- Boys at Wayne's school mustn't have their hair too long.

- 4  2.19 Listen again and choose the correct answers.

- Juliet studies at home because her parents ...
a are both tutors. b prefer home-schooling.
c didn't want her to go to the local school.
- What does Larry dislike about his school?
a There are no girls. b There are strict rules.
c He has to wear a uniform.
- Larry thinks that classes should be mixed because ...
a students are happier in mixed classes.
b girls and boys are together in real life.
c exam results are better in mixed schools.
- Wayne must study in a different room from the other students because ...
a he isn't 16 yet. b he hasn't cut his hair.
c the school suspended him.
- Which student is very happy with his / her type of education?
a Larry b Wayne c Juliet

- 5 **ACTIVATE** Work in groups. Write one good thing and one bad thing about 1–6. Then exchange opinions with another group.

The bad thing about private schools is that you have to pay.

- | | |
|----------------------|-------------------|
| 1 private schools | 4 school holidays |
| 2 boarding schools | 5 school uniforms |
| 3 single-sex schools | 6 home-schooling |

SCHOOLS: WHAT'S BEST?

Home-schooling: Juliet studies at home with a tutor.



Single-sex schools: Larry is at an all-boys' school.



School uniforms and appearance: At Wayne's school, the rules about hair are very clear.



- 1 Complete the sentences from the listening on page 52 with the words in the box.

has to should don't have to mustn't
shouldn't must study have to

Recommendation

Schools *shouldn't* have rules about it.
Boys and girls ¹ ____ be in the same class.


Obligation

The school ² ____ take Wayne back because he isn't sixteen.
We ³ ____ wear the same uniform.
He ⁴ ____ in a different room from other students.
Boys ⁵ ____ have hair to their shoulders.

No obligation

They ⁶ ____ teach me.

More practice ⇨ Workbook page 43

- 2  2.20 Read the text and choose the correct words. Then listen and check your answers.

School rules

The UK

The school-leaving age in the UK is sixteen, but you **'mustn't / don't have to** leave school at sixteen.

The USA

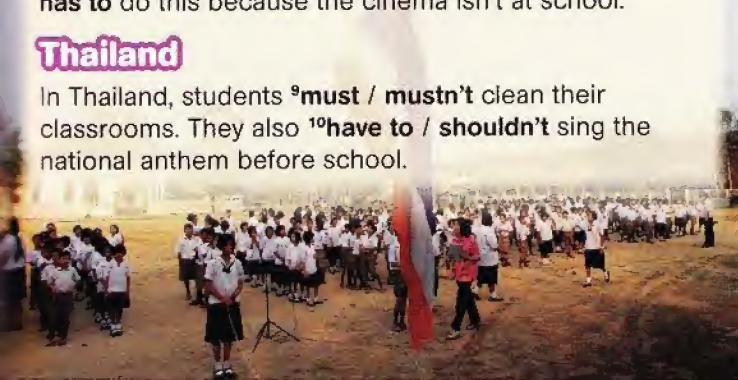
Students in many American schools ²**mustn't / should** have chewing gum. It's against the rules. In some states like Florida, students ³**must / should** stay at school until they are eighteen. It's the legal school-leaving age. In other states, like Iowa, they ⁴**mustn't / don't have to** go to school after the age of sixteen. Some people think that all states ⁵**should / have to** change the school-leaving age to eighteen because sixteen is too young.

Japan

Children ⁶**have to / should** pass an exam before they can go to some primary schools. Some secondary schools say which films students ⁷**mustn't / don't have to** watch at the cinema. Some students think the school ⁸**shouldn't / has to** do this because the cinema isn't at school.

Thailand

In Thailand, students ⁹**must / mustn't** clean their classrooms. They also ¹⁰**have to / shouldn't** sing the national anthem before school.



- 3 Write true sentences using *have to*, *don't have to* and *mustn't*.

I / wear / school uniform

I *don't have to* wear a school uniform.

1 I / walk to school

2 parents / get up at 6 a.m.

3 best friend / leave home early

4 students / eat in the classroom

5 I / learn Spanish

6 friends and I / help at home

7 mum / drive to work

8 we / run in the corridors

- 4 Complete the sentences with your own ideas about school. Then compare with a partner.

1 The school-leaving age should ____.

2 In an ideal school, students don't have to ____.

3 We have to study ____.

4 Our rules say that people mustn't ____.

5 Teachers shouldn't ____.

6 At lunchtime, students must ____.

STUDY STRATEGY Improving your English

- 5 Work in pairs. Think of ways to improve your English, both in and out of school. Write sentences.

I *shouldn't* talk in class.

I *must* try to watch some DVDs in English.

- 6 **ACTIVATE** Work in pairs. Write sentences about your school with *should(n't)*, *must(n't)* or *(don't) have to*. Use the ideas in the box and your own ideas. Then compare your school with the schools in exercise 2.

stand up when the teacher enters the class
chew gum leave school at sixteen
wear a uniform clean the classroom
eat at school sing the national anthem

We *mustn't* chew gum in lessons.

We *don't have to* leave school at sixteen.

Pronunciation: Weak forms ⇨ Workbook page 91

Finished?


Write about your school and school life. What is good and bad about it?

I go to the local school. It's a mixed school like all state schools. A good thing about my school is that it ...

SPEAKING ■ Asking for and giving advice


I can ask for and give advice.

1 Look at the photo. What is Adam doing?

2  2.21 Listen to the dialogue. What two things does Lucy advise?

- Lucy You look upset, Adam. What's the matter?
Adam Nothing. I don't want to talk about it.
Lucy Come on. What's up?
Adam Well, I've just got this text message from a guy in my class. He wants me to take a photo of the maths exam paper tomorrow and then send it to him. What should I do, Lucy?
Lucy Well, whatever you do, don't cheat. That's for sure. They can expel you for that.
Adam Right.
Lucy And I think you should tell your teacher.
Adam What? Tell on him? I can't do that!
Lucy OK, but you should tell him what you think.
Adam Are you sure?
Lucy Yes, definitely. Don't worry. I'm sure he'll understand.
Adam Yes, you're right. Thanks, Lucy.



3  2.22 Complete the key phrases from the dialogue. Then listen and check. Practise the dialogue with a partner.


KEY PHRASES ■ Asking for and giving advice

What's the ¹___?
What ²___ I do?
Whatever you ³___ don't ...
That's ⁴___ sure.
I think ⁵___ should ...
Are you ⁶___?

4 Match sentences 1–6 with responses a–g. There is one response that you do not need.

- 1 What's the matter?
- 2 What should I do?
- 3 Are you sure?
- 4 I think you should tell your parents.
- 5 Whatever you do, don't forget.
- 6 Can I copy your homework, Amy?

- a No, that's cheating.
- b You should tell someone.
- c What? I can't do that!
- d I don't want to talk about it.
- e OK, I won't.
- f Don't worry.
- g Yes, definitely.

5  2.23 Listen to the sentences. Which word or words are stressed in each sentence?

- 1 What's the matter?
- 2 I don't want to talk about it.
- 3 What should I do?
- 4 Whatever you do, don't answer it.
- 5 I think you should show it to your teacher.

6 Work in pairs. Give advice for each situation.
I've just failed my English exam.

I think you should revise more next time.

- 1 My brother always plays truant.
- 2 My friend isn't talking to me.
- 3 The head teacher has suspended me because of my clothes.
- 4 I don't understand this homework.
- 5 A girl in my class has sent me a nasty email.
- 6 A friend has sent me a photo of tomorrow's exam paper.

7 **ACTIVATE** Prepare a new dialogue with a partner. Use one of the situations in exercise 6 or your own ideas. Practise your dialogue. Then change roles.

WRITING ■ An opinion essay

I can write an opinion essay.

5



1 Read the model text and answer the questions.

- 1 How many arguments does the writer give in favour of school uniforms?
- 2 Which paragraph summarizes the writer's opinion?
- 3 How is the writer's school different from most schools in the same area?
- 4 Why are students against school uniforms?
- 5 Which opinions do you agree with?

2 Study the key phrases. Which two phrases can you use in the conclusion of an opinion essay?

KEY PHRASES ■ Expressing opinions

I'm (not) in favour of ...

I'm against ...

In my opinion / view, ... for two / several / various reasons.

All in all, ... / In conclusion, ...

I think that it's a good / bad thing to ...

Language point: Ordering information

3 Look at sentences a–f and choose the four best reasons for learning English. Then write a paragraph using the linkers in the box.

Learning English is important for several reasons.

Firstly, ...

Firstly Secondly Also Finally

- a It's an interesting language.
- b I want to travel.
- c I want to understand pop songs in English.
- d It's useful if you want to get a job in Britain.
- e I want to talk to people from other countries.
- f It's useful when you use the internet.

4 ACTIVATE Follow the steps in the writing guide.

Are you in favour of school uniforms or against them? Should your school change its policy?

- 1 At most schools in our area people don't have to wear a school uniform, but at our school it's compulsory. There is a debate at the moment about changing this policy. A lot of students are against school uniforms because they like to choose their own clothes. Our uniform isn't great, but I'm in favour of the policy.
- 2 In my opinion, school uniforms are good for several reasons. Firstly, there isn't any clothes 'competition' at school. We all wear the same thing and you don't feel good or bad about your clothes. Secondly, I don't have to think about what to wear every morning. It's very convenient. Also, it is cheaper for families if students wear uniforms because they don't have to buy so many different clothes. Finally, I like to look different when I'm out of school.
- 3 All in all, I think that it's a good thing to have a school uniform and for that reason I don't think that the school's policy should change.

WRITING GUIDE

A TASK

Write an opinion essay on this topic: *Are you in favour of boarding schools or against them?*

B THINK AND PLAN

- 1 Do you know anyone who goes to a boarding school?
- 2 Are boarding schools common?
- 3 What do you think of them?
- 4 Write either three / four points in favour of boarding schools or three / four points against them.
- 5 Are boarding schools better for some people than for others?

C WRITE

Paragraph 1: Introduction

In our area ...

Paragraph 2: Your opinion

In my opinion, ...

Paragraph 3: Conclusion

All in all, ...

D CHECK

- paragraphs
- ordering information
- *should, must, have to*

Vocabulary

1 Complete the phrases with the verbs in the box.

suspend make cheat copy bully
get pass leave

- 1 ___ young students
- 2 ___ in an exam
- 3 ___ an exam
- 4 ___ a friend's work
- 5 ___ school at eighteen
- 6 ___ new friends
- 7 ___ bad marks
- 8 ___ a student for playing truant

2 Match the words in the box with the definitions.

secondary school boarding school
primary school state school school rules
school uniform mixed school
single-sex school

- 1 Special clothes you must wear to school.
- 2 School for children from 4 to 11 years old.
- 3 School for children over 11 years old.
- 4 Students sleep in this school.
- 5 Boys and girls go to this school.
- 6 Only girls go to this school.
- 7 Students must follow these.
- 8 You don't pay for this school.

Language focus

3 Write true sentences with *have to*.

- 1 I / make dinner
- 2 parents / get up at 7 a.m.
- 3 best friend / leave home early
- 4 dad / drive to work
- 5 I / learn French
- 6 friends and I / help at home
- 7 I / wear a school uniform
- 8 our teacher / correct our tests

4 Write questions for the sentences in exercise 3. Then write true short answers.

Do you *have to* wear a school uniform?
No, I don't.

5 Choose the correct words.


- 1 You **mustn't** / **shouldn't** leave your motorbike there. It isn't safe.
- 2 He's lucky because he **mustn't** / **doesn't have to** wear a school uniform.
- 3 We **mustn't** / **don't have to** use mobile phones. It's against the rules.
- 4 I **have to** / **should** walk to school because there isn't a bus.
- 5 Young people **must** / **should** go to school until the age of sixteen. It's the law.
- 6 You **mustn't** / **don't have to** cheat in exams.

Communication

6 Choose the correct answers.

- 1 What should I do?
a That's for sure. b Yes, definitely.
c Whatever you do, don't worry.
- 2 I got a bad mark in my maths test.
a Right. b Oh, come on!
c You should work harder.
- 3 What's the matter?
a That's right. b Nothing.
c Are you OK?
- 4 You should tell your parents.
a Are you sure? b What's up?
c What should I do?
- 5 People should stay at school until they are 18.
a I'm OK. b I agree with you.
c Are you sure?
- 6 Do you think that school uniforms are good?
a Yes, you're right. b I don't agree.
c They're OK.

Listening

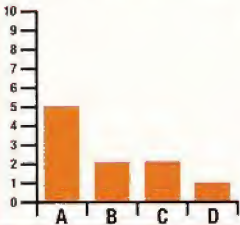
7  2.24 Listen to four people talking about school. Match speakers 1–4 with sentences a–e. There is one sentence that you do not need.

Speaker 1 ___ Speaker 3 ___
Speaker 2 ___ Speaker 4 ___

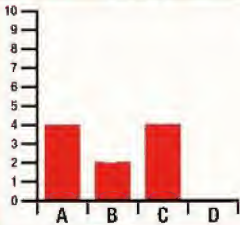
- a The school-leaving age should be sixteen all over the USA.
- b Our secondary school isn't very good.
- c Schools shouldn't expel students who cheat in exams.
- d It's important to tell a teacher about bullying.
- e I study at home.

1 Read the survey and questions 1–4. Are your answers the same as the most popular ones?

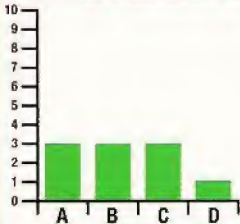
A survey about school life by Katrina White



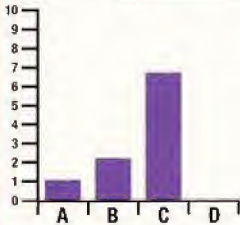
- 1** How many times have you been to the school library since the beginning of term?
- a** I haven't been at all.
 - b** I've been once or twice.
 - c** I've been a few times.
 - d** I go at least once a week.



- 2** What do you do for lunch?
- a** I always bring sandwiches.
 - b** I usually buy something to eat in a café nearby.
 - c** I have lunch at the school canteen.
 - d** I go home for lunch.



- 3** Which of these school rules do you dislike most?
- a** Everyone has to do athletics.
 - b** We must learn a foreign language.
 - c** We can't go home if a teacher is absent.
 - d** We have to call teachers 'Miss' or 'Sir'.



- 4** How did you travel to school this morning?
- a** I came on my scooter.
 - b** I came on the bus.
 - c** I came by car.
 - d** I walked.

Summary

Here are a few of my conclusions about some aspects of school life of the people that I interviewed:

- Not many students have used the school library since the beginning of term. Only one student goes every week.
- The same number of people eat in the canteen or bring sandwiches. Nobody goes home for lunch.
- There isn't one school rule that everyone dislikes. People don't mind calling teachers 'Miss' or 'Sir'.
- Everyone travelled to school by car except three people. Not enough people took the bus and nobody walked.

2 Write a survey about school life. Follow the steps in the project checklist.

☐ PROJECT CHECKLIST

- 1** Read questions 1–4 below. Think of four possible answers for each one.

 - 1 How many times have you used the internet for school work since the beginning of term?
 - 2 When did you last go on a school trip?
 - 3 How much homework do you usually get in these subjects: maths, English, history and science?
 - 4 What classroom rules do you dislike most?
- 2** Write each question with the four possible answers.

3 Ask ten people the questions and note their answers.

4 Draw charts to represent the results.

5 Write a summary with some conclusions about the results.

3 Exchange your survey with the rest of the class. Who has got the most interesting answers and results?

Take action

Start thinking

- 1 Is there a problem with food waste in your country?
- 2 What charities are popular in your country?
- 3 Why is the Amazon rainforest in danger?

Aims

Communication: I can ...

- express certainty and possibility.
- understand a text about food waste.
- speculate about the future.
- understand an interview about rainforests.
- talk about the future.
- make plans and arrangements.
- write a formal letter.

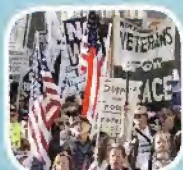
Vocabulary

- Action and protest
- Phrasal verbs: a campaign

Language focus

- will and might
- First conditional
- be going to
- will and be going to
- Present continuous for future arrangements

English Plus Options



Extra listening and speaking

Interviewing a campaigner

→ Page 93



Curriculum extra

Geography: Natural environments

→ Page 101



Culture

Charities: Comic Relief

→ Page 109



Vocabulary bank

Negative prefixes: un-, im- and in-;
The environment

→ Page 117

- 1 Complete the table with the words in blue in the Plan of action questionnaire. Then do the questionnaire.

Verb	Noun	Verb	Noun
publicize	publicity	7 ____	volunteer
meet	1 ____	support	8 ____
2 ____	organization	sponsor	9 ____
march	3 ____	petition	10 ____
4 ____	donation	11 ____	ban
collect	5 ____	12 ____	boycott
protest	6 ____	campaign	13 ____

- 2 • 2.29 Listen to two people discussing the questionnaire. Match opinions a–e with dialogues 1–5. Which sentences express certainty?

- a 'It might help a bit.' ____
- b 'That definitely won't help.' ____
- c 'It might not have much effect.' ____
- d 'That will definitely work better.' ____
- e 'It will be more effective.' ____

Plan of action

You can change the world, but what's the best way to do it?
Choose the best plan of action for each situation.

- 1 Some buildings in your school are in bad condition, but the government isn't spending any money on them.
 - a You need publicity. Invite journalists to a meeting and show them the buildings.
 - b Organize a march in the streets.
- 2 A charity says that 50% of the world's children are poor and hungry. Many of them will die young if they don't get help.
 - a Donate some money and organize a collection of clothes for the charity.
 - b Organize a small protest. The government isn't helping enough.



- 3 Complete the key phrases with the words in the box. Which phrases make suggestions? Which phrases comment on suggestions?

help about thing could don't idea
think work

KEY PHRASES Making suggestions

Let's (organize a meeting).
That's not a bad ¹ _____.
That should / could / might ² ____ a bit.
How ³ ____ (starting an email campaign)?
I ⁴ ____ we should try ...
Why ⁵ ____ we (boycott the shops)?
That will definitely ⁶ ____ better.
I think the best ⁷ ____ to do is ...
We ⁸ ____ write to the council.

- 4 Write suggestions for problems 1–4.

Let's write a letter to the council and ask for more litter bins.

- 1 There's a lot of litter in your town.
- 2 A new law says that students must go to school on Saturdays.
- 3 Two people from your town want to participate in the Paralympic Games, but they haven't got any money.
- 4 Your local cinema is closing.

- 3 Your community needs a new sports centre, but there isn't enough money for it.
- a Volunteer to help to build the sports centre.
 - b Organize a sports event. Look for supporters and sponsors.

- 4 Parents are unhappy because some shops in town are selling violent video games to children.
- a Start a petition to ban all violent video games. If a lot of people sign, the council might do something about the problem.
 - b Have a meeting with people from the shops. Shops must be stricter about who buys violent games.

- 5 A chain of big supermarkets isn't paying enough to South African farmers who produce fruit for the shops.
- a Boycott those supermarkets and start an email campaign. The supermarkets won't like the bad publicity. It will affect their sales.
 - b Collect money for a trip to South Africa. Visit the farmers and show your support for them.


will and might

- 5 Study examples a–d and complete rules 1–4. Then find more examples of *will* and *might* in the questionnaire.

- a I might volunteer if I've got time.
- b This might not work. I'm not sure.
- c She's agreed. She'll support us.
- d Your plan won't work. It's impossible.

RULES

- 1 Examples ____ and ____ express certainty about the future.
- 2 Examples ____ and ____ express possibility about the future.
- 3 Short forms of *will* / *will not* are ____ and ____.
- 4 *Will* and *might* ____ change in the third person singular forms.

More practice  Workbook page 49

- 6 Write the sentences using *will*, *won't*, *might* and *might not*.

you / see / me tomorrow. (maybe not)
You might not see me tomorrow.

- 1 Joe / donate / some money (definitely)
- 2 she / volunteer / to help (maybe)
- 3 people / listen / to us (maybe not)
- 4 I / live / here in 2020 (definitely not)
- 5 the government / change (definitely)
- 6 the world / be / a better place one day (maybe)

- 7 **ACTIVATE** Work in groups. Talk about the future using the ideas in the boxes.




I might become famous one day.

Finished?

Think of more ideas about your future. Write sentences with *will*, *won't*, *might* and *might not*.
I might not get married.

READING ■ The food waste scandal

I can understand a text about food waste.

- 1  2.30 Look at the title of the text and the photos and answer the questions. Then read and listen to the text and check your answers.

- 1 What is happening in the photos?
- 2 Why do supermarkets throw away so much food?
- 3 Who are freegans?

- 2 Read the text again and choose the correct answers.

- 1 What type of text is it?
a a supermarket website
b an educational leaflet
c a protest group handout
- 2 The author wrote the text to ...
a invite. b advertise. c complain.
- 3 Why do freegans eat food from bins?
a Because they're hungry.
b To show that it's safe to eat it.
c To protest against food waste.
- 4 How much food never gets to the shops?
a Forty per cent of all food in the world.
b Six million tonnes of food.
c One third of food supplies.
- 5 Which protest action does the text not suggest?
a A supermarket boycott. b A petition.
c A public protest.
- 6 The text encourages people to ...
a support freegans.
b stop buying yoghurt.
c give food to the poor.

- 3 **BUILD YOUR VOCABULARY** Find the opposites of words 1–4 in the text.

- | | |
|--------------|-------------|
| 1 perfect | 3 sensitive |
| 2 acceptable | 4 necessary |

- 4 Complete the sentences with the words in the box.

impractical unhappy unhealthy
insane unkind impatient

- 1 I don't exercise. I feel very ____.
- 2 I like you and I'll be ____ when you go.
- 3 Why are you speaking to your bag? That's ____!
- 4 We can't organize a protest in one day. It's ____.
- 5 Why are some people ____ to animals?
- 6 We can't change society in a week. You're too ____!

- 5 **YOUR OPINIONS** Ask and answer the questions.

- 1 What actions against supermarkets does the text suggest? Do you think they are likely to be effective?
- 2 Which piece of information in the text shocks you most?
- 3 Could you be a freegan? Why / Why not?
- 4 How much food do your family and friends throw away? Why?
- 5 How do you feel about eating fruit and vegetables that are not perfect? Why?

Freegans against supermarket waste

It is World Food Day
on 16th October,
so the local freegan
group is organizing
protest actions
against food waste.

Who are we?

We, freegans, believe that it is wrong to throw food away when millions of people are hungry. We get most of our food from supermarket waste bins because we want to draw attention to this unacceptable food waste scandal.

The facts

Over one third of all food supplies end up as waste and much of this waste occurs before food reaches the shops. Supermarkets can force farmers to throw away up to 40% of their crops if they are imperfect – not all the same size or not looking nice. A UK survey has shown that each year our shops waste over six million tonnes of food and a lot of it is perfectly safe to eat, including:

- 48 million pots of yoghurt
- 1.6 billion apples
- 2.6 billion slices of bread

Plans and predictions

- 1 Complete the sentences from the text and exercise 3 on page 62. Then match a–f with rules 1 and 2.
- Our children ___ blame us for doing nothing.
 - The future ___ be bright.
 - I ___ swim a hundred kilometres.
 - ___ someone ___ look after you?
 - What problems do you think you ___ have?
 - How much money ___ you make from sponsors?

RULES

- We use *be going to* to talk about plans.
- We use *will / won't* to make predictions.

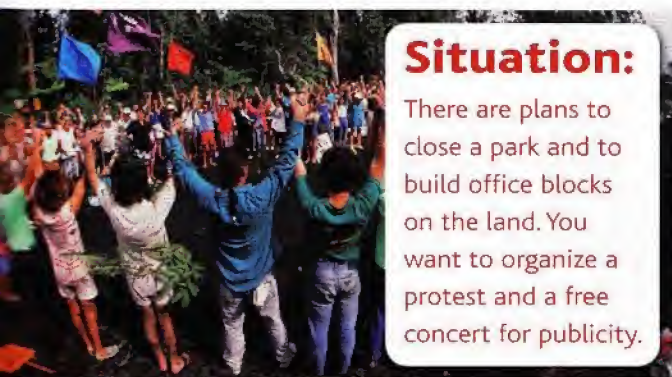
More practice ⇌ Workbook page 51

- 2 Complete the text with *be going to* or *will / won't*.

Tim and I ¹___ (run) the London Marathon for charity next month. We hope that all our friends ²___ (sponsor) us, so we ³___ (make) a lot of money.

I think that the biggest problem ⁴___ (be) getting fit. That's why we ⁵___ (start) training soon. Tim says he ⁶___ (run) 10 kilometres before school every day. But I don't think he ⁷___ (train) every day because he hates getting up early.

- 3 Read the situation. Then complete the questions and invent answers with *be going to* or *will*.



Situation:

There are plans to close a park and to build office blocks on the land. You want to organize a protest and a free concert for publicity.

- When ___ the park ___ close?
- How many office blocks ___ they ___ build?
- How many people do you think ___ come to the concert?
- Which groups ___ you ___ invite?
- What problems do you think you ___ have?
- How much money do you think the concert ___ raise?

Intentions and instant decisions


- 4 Read the dialogue. Then choose the correct words in the rules.

Anna Hi, Tim. I'm going to run this morning.
Are you going to come with me?
Tim I'll join you later.
Anna I'm not going to wait all morning.
Tim Oh, alright, I'll come.

RULES

- We use *will / be going to* for intentions.
- We use *will / be going to* for instant decisions.

More practice ⇌ Workbook page 51

- 5  2.33 Choose the correct words.

Then listen and check.

Sam I'm going to / 'll get tickets for the concert today. Have you got one?
Amy No, not yet. ²Are you going to / Will you get one for me?
Sam OK, ³I'm going to / I'll give it to you at school tomorrow.
Amy Brilliant! Here, ⁴I'm going to / I'll give you the money. How ⁵are you going to / will you get to the concert?
Sam I don't know.
Amy I know. ⁶I'm going to / I'll ask my dad to drive us.
Sam That's a good idea. Thanks, Amy.

- 6 **ACTIVATE** Work in pairs and make dialogues using 1–6. Then continue the dialogues with your own ideas.

visit Helen in hospital / come with you

I'm going to visit Helen in hospital.

I'll come with you. I'll bring her some magazines.

- see a film in town / come with you
- do some shopping / give you a list
- have a picnic / make sandwiches
- do a walk for charity / support you
- take the dog for a walk / get lunch ready
- organize a party / help you

Finished?

Invent more situations similar to those in exercise 6.

VOCABULARY AND LISTENING ■ Phrasal verbs: a campaign

I can understand an interview about rainforests.

- 1 2.31 Read and listen to the text and check the meaning of the verbs in blue. Then match the verbs with synonyms 1–8.

- | | |
|------------|------------------|
| 1 finish | 5 discover |
| 2 start | 6 destroy |
| 3 continue | 7 participate in |
| 4 care for | 8 subscribe to |



The world's rainforests are in danger and we must **look after** them. When we

destroy forests, we **wipe out** plant and animal species. If we **carry on** the destruction, we'll **end up** in a sadder, greyer world. The future won't be bright. Our children and grandchildren will blame us for doing nothing. I'm going to **set up** a campaign so people can **find out** how they can help. To publicize my campaign, I'm going to visit the Amazon rainforest next July, where I'm going to swim a hundred kilometres in the River Amazon in ten days. You can **sign up** for my newsletter and **join in** the activities on my website, or watch the documentary on TV.

Molly Osborne

STUDY STRATEGY ■ Making your own examples

- 2 Complete the sentences with your own examples. Then compare with a partner and try to memorize the best sentences.

- I want to set up a club for ____.
- If you carry on shouting, I'll ____.
- We're _____. Do you want to join in?
- Before I'm old, I want to find out ____.
- I think that ____ might wipe out humans.
- If you smoke, you're going to end up ____.
- I think we should look after ____.
- Sign up for my newsletter and you'll get a free ____.

- 3 2.32 A journalist is interviewing Molly Osborne. Which two questions do you think are not in the interview? Listen and check your answers.

- What's your campaign about?
- How much money will you make from sponsors?
- Are you going to steal some of the money?
- What problems do you think you'll have?
- Will you carry on if there are piranhas in the river?
- Is someone going to look after you while you're there?
- How many cars are you going to buy?
- When's the documentary going to be on TV?

- 4 2.32 Listen again. What are Molly's answers to the questions in exercise 3?

- 5 **ACTIVATE** Work in groups. Look at the information. You are organizing a campaign to help save the whales. Make suggestions about the ideas in the box using the key phrases on page 59. Think about where, when and how to organize these things. Then exchange opinions with another group.

campaign set up a petition protest march
sponsored sports event create a website
write a newsletter prepare leaflets

Many species of whales are disappearing from our oceans. Humans are killing them for meat and some of it is used to make pet food! If we don't do something now, we will wipe out these magnificent animals forever.



- 1 Check the meanings of the words in **blue**. Then read the text and choose the correct words.



The **BRIT** School

The BRIT School in London mixes academic lessons with ¹**creative** / **intelligent** subjects, like art, drama and media studies. People with a lot of ²**talent** / **good looks** have studied there, like Leona Lewis, Katie Melua and Amy Winehouse, but people there say that it isn't a ³**fame** / **style** school'. The school wants to help its students to be ⁴**skilful** / **egotistical** and ⁵**lucky** / **independent**. Students there usually have their feet on the ground and don't have big ⁶**egos** / **strengths**. It isn't a large school and people feel ⁷**lucky** / **courageous** if they can study there.

- 2 2.05 Complete the table with words in exercise 1. Then listen and check.

Nouns	Adjectives
1 ____	talented
2 ____	stylish
creativity	3 ____
4 ____	good-looking
intelligence	5 ____
6 ____	famous
luck	7 ____
ego	8 ____
skill	9 ____
independence	10 ____
11 ____	strong
courage	12 ____

- 3 2.06 Listen to an interview with Troy and Stacey. Who are they?

- a Ex-students of the BRIT school.
- b Big stars in Britain.
- c Students at the BRIT school.

- 4 2.06 Listen again and write **true** or **false**. Correct the false sentences.

- 1 Troy has been at the BRIT school since he was 14.
- 2 Troy's speciality is art.
- 3 The school teaches students to be sensible and realistic.
- 4 Stacey started at the school this year.
- 5 It is very difficult to get a place at the school.
- 6 Stacey has just made a DVD.

- 5 Which of the key phrases can you complete with a noun and which with an adjective? Look at the photos. What qualities are important for the different professions?

You need a lot of style to be an actress.

KEY PHRASES Talking about qualities

He's / She's quite / very / not exactly ¹ ____.
 He / She has / hasn't got (a lot of) ² ____.
 You need (a lot of) ³ ____.
 You don't need (much) ⁴ ____ to be a (singer).
 It's important for a (tennis player) to be ⁵ ____.
 A (sports) star needs / doesn't need to be ⁶ ____.

- 6 **ACTIVATE** Play a guessing game. Write sentences about the jobs in the box using key phrases. Then work in pairs and guess the jobs.

astronaut film director fashion model
 footballer opera singer poet politician

You need a lot of courage to do this.
 It is also important to be intelligent.


I know! An astronaut.



SPEAKING ■ Plans and arrangements


I can make plans and arrangements.

- 1 Look at the photo. Adam is going to run for charity. What is he asking the man? Why?

- 2  2.34 Listen to the dialogue. How much money does Adam think he'll raise?

Adam Hi, Mr Johnson. Have you got a minute?
 Mr Johnson Hello, Adam. What can I do for you?
 Adam I'm doing a ten-kilometre run for charity next month and I'm looking for sponsors.
 Mr Johnson That's very good, Adam. What's it for?
 Adam It's for a children's charity.
 Mr Johnson Ten kilometres is quite a distance! How are you going to prepare?
 Adam I'm going to run every morning before school. I'll try to run a bit further every day.
 Mr Johnson And when are you running? What date?
 Adam I'm running on Sunday 14th May. I hope to raise about £150. Will you sponsor me?
 Mr Johnson Yes, OK. It sounds like a good cause. I hope you finish it!
 Adam I'm going to try! I hope I'll be fit by then. Some friends are going to do it, too.
 Mr Johnson Good luck, Adam.
 Adam Thanks.



- 3  2.35 Complete the key phrases from the dialogue. Who says them? Listen and check your answers. Then practise the dialogue with a partner.

KEY PHRASES ■ Donating money

Have you got a ¹___?
 What can I ²___ for you?
 What's it ³___?
 It's ⁴___ (a children's charity).
 I hope ⁵___ about (£150).
 It sounds ⁶___ a good cause.

- 5 Complete the diary with your own entries for next weekend. Then ask and answer with a partner.

	Saturday	Sunday
Morning	go into town	
Afternoon	play basketball	
Evening		

What are you doing on Saturday morning?

I'm going into town.

Language point: Present continuous for future arrangements

- 4 Read the rule. Which structures are in sentences a and b?

○ RULE

We can use *be going to* to express plans, but we can also use the present continuous when we talk about arrangements with a fixed date or time in the future.

- a I'm running next Sunday.
 b Some friends are going to do it, too.

- 6 **ACTIVATE** Prepare a new dialogue with a partner. Use situation 1. Practise your dialogue. Then change roles and use situation 2.

Situation 1

- five-hour basketball marathon
- The Red Cross
- playing next weekend
- target: €350

Situation 2

- three-legged football match
- Save the Children
- playing next Saturday
- target: €600

More practice ⇨ Workbook page 51

WRITING ■ A formal letter

I can write a formal letter.

6

- 1 Read the model text. What is the purpose of the letter? Match paragraphs 1–3 with topics a–d. There is one topic that you do not need.

- a explanation c intentions
b invitation d reason for writing

- 2 Answer the questions.

- 1 What is the name and address of the person who wrote the letter?
- 2 What is the address of the organization receiving it?
- 3 How does the main part of the letter start and finish?
- 4 What is the group going to protest about?

Students Against Nuclear Energy
8 Dene Gardens
Halford
HA3 8HB
30th April 2010

Morrissey's Supermarket
High Street
Halford
HA3 7RD

Dear Sir or Madam

- 1 I represent a group called *Students Against Nuclear Energy*. I am writing to you because we are concerned about plans to build a nuclear power station in our area.
- 2 In our opinion, nuclear power stations are not safe, so if there is one near our town, the residents might be in danger. If we have a nuclear power station here, it will be a problem for hundreds of years. Renewable energy, on the other hand, is a better alternative as it is cleaner and safer.
- 3 We have therefore decided to take action and we are going to organize a protest. For this reason, we are sending you a poster and we hope that you will support us and help to publicize this event.

Yours faithfully,

James West

Group Coordinator

Students Against Nuclear Energy

- 3 Match the key phrases with the three correct paragraph topics in exercise 1.

KEY PHRASES □ Formal letters

- 1 In our opinion, ...
- 2 I represent ...
- 3 For this reason, ...
- 4 On the other hand, ...
- 5 We have therefore decided to ...

Language point: Explaining

- 4 Find these words in the model text. Then complete sentences 1–4 with your own ideas.

because as therefore for this reason

- 1 We are protesting because ____.
- 2 I am against food waste as ____.
- 3 The rainforests are in danger. We have therefore decided to ____.
- 4 I think that circuses are cruel. For this reason, ____.

- 5 **ACTIVATE** Follow the steps in the writing guide.

□ WRITING GUIDE

A TASK

Your local council is going to close a park near your town to build a motorway. You want to stop this. Write a letter to the local newspaper.

B THINK AND PLAN

- 1 What's the name of your organization?
- 2 Why are you concerned?
- 3 What problems might a motorway cause?
- 4 Why is a park better?
- 5 How are you going to protest?

C WRITE

Paragraph 1: Introduction

I represent a group called ...

Paragraph 2: The problem

In our opinion, ...

Paragraph 3: Action

We have therefore decided to ...

D CHECK

- layout of the letter
- explanation words
- *will* and *be going to*

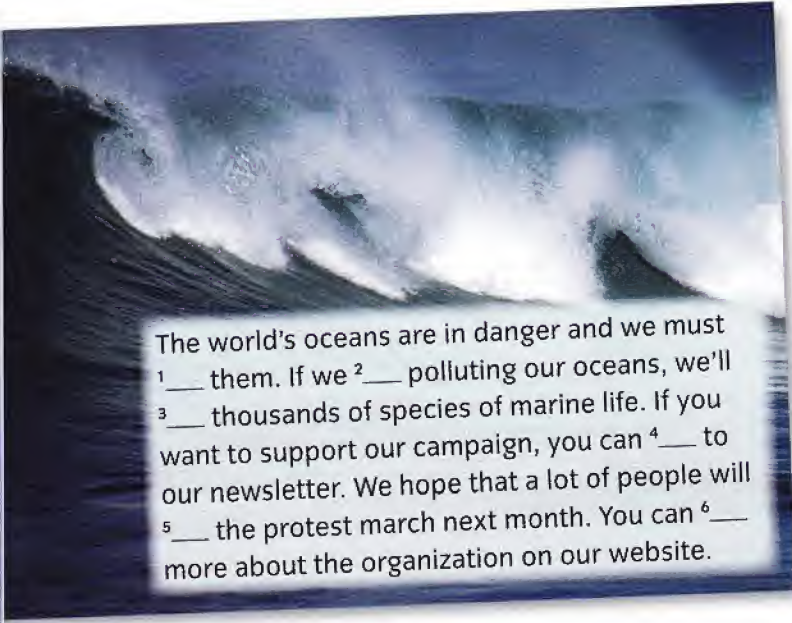
Vocabulary

1 Write nouns from these verbs.

- | | |
|-----------------|------------------|
| 1 meet ____ | 5 collect ____ |
| 2 donate ____ | 6 ban ____ |
| 3 campaign ____ | 7 publicize ____ |
| 4 organize ____ | 8 support ____ |

2 Complete the text with the verbs in the box.

join in wipe out sign up carry on
look after find out



The world's oceans are in danger and we must ¹ ____ them. If we ² ____ polluting our oceans, we'll ³ ____ thousands of species of marine life. If you want to support our campaign, you can ⁴ ____ to our newsletter. We hope that a lot of people will ⁵ ____ the protest march next month. You can ⁶ ____ more about the organization on our website.

3 Write the opposites of these adjectives with *un-*, *im-*, or *in-*.

- | | |
|-----------------|------------------|
| 1 ____happy | 5 ____necessary |
| 2 ____sensitive | 6 ____acceptable |
| 3 ____healthy | 7 ____possible |
| 4 ____practical | 8 ____natural |

Language focus

4 Complete the sentences with *might*, *be going to*, or *will*.

- If you don't come now, we ____ definitely miss the train.
- I ____ join you later. I'm not sure yet.
- We ____ see a film tonight. You should come!
- She ____ sign the petition, but I'm not certain.
- Do you think a lot of things ____ be better in the future?
- Tom ____ fail his exam if he doesn't revise.
- What ____ you ____ do on Saturday?
- Do you think it ____ rain this afternoon?

5 Complete the dialogue with *be going to* or *will*.

- Chris What ¹ ____ you ____ do this evening?
Have you decided?
- Ellie I ² ____ see a football match at the sports centre.
- Chris Brilliant. I ³ ____ come with you.
- Ellie You haven't got a ticket.
- Chris No problem! I ⁴ ____ buy one at the gate.
- How ⁵ ____ you ____ get there?
- Ellie My dad ⁶ ____ drive me there.
- Chris Do you think he ⁷ ____ take me, too?
- Ellie No, I'm sorry. There are five of us already.
- Chris Never mind. I ⁸ ____ get the bus.

Communication

6 Complete the dialogue with the phrases in the box.

might help much effect Let's could
will have to how about Why don't
won't help

- Claire What are we going to do? The council wants to close the sports centre.
- Stuart ¹ ____ we organize a protest march?
- Claire That's not a bad idea. We ² ____ also start a petition.
- Stuart That ³ ____, but we'll need a lot of signatures.
- Claire ⁴ ____ have a meeting on Saturday.
- Stuart OK. I'll send invitations by email.
- Claire If a lot of people come, the council ⁵ ____ listen to us.
- Stuart I don't know. It might not have ⁶ ____.
- Claire Well, ⁷ ____ boycotting all the football matches?
- Stuart That definitely ⁸ ____!

Listening

7 2.36 Listen to the dialogue and write *true* or *false*.

- Ted is putting up posters for a public meeting.
- They are planning a protest march against a nuclear power station.
- Ann thinks that renewable energy is better than nuclear power.
- A lot of elderly people are against the power station.
- Ann doesn't want to join the campaign committee.
- Ann will get people in her area to sign the petition.



Listening

1 Look at the photos and answer the questions.

- 1 What aspects of school life do the photos show?
- 2 What problems do you think these students have?
- 3 What rules do you think the students might disagree with?
- 4 What could the school do?
- 5 What are the differences and similarities between these schools and your school?

2 2.37 Listen to a conversation. Which problem in the photos do Jenny, Steve and Joe talk about?

3 2.37 Listen again and complete the sentences.

- 1 Jenny and Steve are eating at the school ____.
- 2 They don't serve ____ food at the canteen.
- 3 Jenny wants to start a ____ against the food.
- 4 Steve says that they must first organize a ____.
- 5 Joe has got ____ for lunch.
- 6 ____ doesn't have to eat at the canteen.
- 7 ____ thinks they should boycott the canteen for a day,
- 8 They decide to organize a meeting at ____.

Speaking

4 Work in pairs and prepare a conversation about a problem at your school. Imagine you are planning a protest. Answer the questions.

- 1 What is the problem?
- 2 What are the consequences?
- 3 How do the students and teachers feel about this problem?
- 4 What do you want to achieve?
- 5 What actions could you take?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is **A** and one of you is **B**. Change roles.

A I'm fed up with ...

B Make a suggestion.

A Comment on the suggestion.

B We could also ...

A That might work.
How about ... ?
I think we must ...

B Agree.
Let's ... When ... ?

A Reply.

B Agree.

Writing

6 Write a letter to your head teacher about a problem. Use the questions in exercise 4 to help you. Explain what the school should do to change things. Say what action the students are going to take. Begin like this:

Dear Mr / Mrs ...,

I represent a group of students ...

Film and fiction

Start thinking

- 1 When did the first cinemas open?
- 2 What's a blockbuster film?
- 3 What kind of book is *The Time Machine*?

Aims

Communication: I can ...

- talk about likes and dislikes.
- understand a text about the history of cinema.
- talk about ability and possibility.
- understand a programme about books and films.
- talk about imaginary situations.
- talk about books and films that I prefer.
- write a book or a film review.

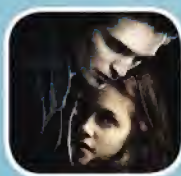
Vocabulary

- Books and films: genres
- Books and films: features

Language focus

- Verbs + *-ing* / *to*
- *could, can, will be able to*
- Second conditional

English Plus Options



Extra listening and speaking

Interviewing someone about a film

→ Page 94



Curriculum extra

Language and literature:
Word building – nouns

→ Page 102



Culture

The British film industry

→ Page 110



Vocabulary bank

Suffixes: *-er* and *-or*;
Film-making

→ Page 118

VOCABULARY AND LANGUAGE FOCUS

Books and films: genres

I can talk about likes and dislikes.

- 1 Match the words in the boxes with the books and films 1–8 in the pictures. There are more words than you need.

Nouns

a comedy
a thriller
a drama
a fantasy
a mystery
a musical
a western
a romance
a cartoon

Compound nouns

an adventure
a science fiction
a detective
a war
a horror
a spy

story
film

Which book and film genres suit you best?

- 1 You've had a long day. What do you enjoy doing most?
 - a Reading my favourite book.
 - b Going for a run.
 - c Watching a DVD with friends.
- 2 Which best describes your bedroom?
 - a Messy. There are posters, photos of friends and a lot of things everywhere.
 - b There's a bed, a desk, ... It looks like any other bedroom.
 - c Quite tidy. Only my desk is a mess.
- 3 Which quality do you value most?
 - a imagination
 - b intelligence
 - c humour
- 4 Which school subject do you prefer?
 - a history
 - b maths
 - c languages
- 5 What job would you like to do?
 - a I want to do something creative.
 - b I wouldn't like to do the same job all my life.
 - c I'd like to work with people.
- 6 Which statement best describes you?
 - a I'm a 'day dreamer'. I enjoy doing unusual things.
 - b I'm a 'get up and go' person. I like being busy.
 - c I'm a 'people person'. I hate being alone.

KEY

Mostly a: Mystery and fantasy are your favourite genres. You like reading horror stories and watching science fiction films. You don't mind watching westerns.

Mostly b: Adventure and drama are your favourite genres. You enjoy reading thrillers and you love watching war films.

Mostly c: Comedy and romance are your favourite genres. You like reading cartoon stories, but you prefer watching musicals.

- 2 Invent titles for books and films using the words and phrases in the boxes. Guess the genre of other people's titles.

The title of the book is *Life without Laura*.

Is it a romance?

The man A woman City Two kids
Songs Battle Voices Life The story

in of and from with without

three brains the future the crazy dogs
Laura the million-dollar deal space
the darkness the dead a wedding

- 3 Do the *Which book and film genres suit you best?* questionnaire. Then compare your answers with a partner. Do you agree with the key?



☐ **Finished?**

Write about a book you have read or a film you have seen recently. Say why you liked / did not like it.

I've just read ... It was ...

Verbs + -ing / to

- 4 Complete the sentences from the questionnaire. What are the negative and short forms of *would*?

Verb	+ -ing
I like	being busy.
I hate	¹ ___ alone.
You enjoy	² ___ thrillers.
You ³ ___ mind	watching westerns.
Verb	+ to
I ⁴ ___	to do something creative.
I'd like	⁵ ___ with people.
I ⁶ ___ like	to do the same job all my life.

More practice ⇌ Workbook page 57

- 5 3.02 Listen. Do these verbs go with *to* or *-ing*?

prefer decide 'd prefer love finish need

- 6 Complete the sentences about you and people who you know using verbs in exercises 4 and 5 and the phrases in the box.

I like watching DVDs with friends.

My friend would like to be in a musical.

watch DVDs with friends be in a musical
read in English live in another country
go to Hollywood sing in the shower
meet a famous actor or actress

- 7 **ACTIVATE** Study the key phrases. Then find out about your partner's likes and dislikes. Ask and answer questions using the key phrases, the ideas in exercise 6 and your own ideas.

KEY PHRASES ☐ Expressing likes and dislikes


Would you like to ... ?	Do you like ... ?
Yes, I would.	Yes, I do.
No, I wouldn't.	No, I don't.
I'd love / hate it.	I love / hate it.
I wouldn't mind.	I don't mind.

Do you like watching DVDs with friends?

Yes, I love it.

READING ■ Movie technology

I can understand a text about the history of cinema.

- 1  3.03 Look at the words in the box and guess the correct order on the timeline. Read and listen to the text and check your answers.

computer-generated images 3D
colour digital projectors sound
surround sound



STUDY STRATEGY Finding specific information

To find specific information, don't read the text in detail. Follow these steps:

- 1 Identify the key words in the question.
- 2 Read the text quickly. Look for the key words. Don't stop at difficult words.
- 3 Read the text around the key words again and check.

- 2 Find the answers to these questions.

- 1 When did the first cinema open?
- 2 How many cinemas were there by 1907?
- 3 What did audiences listen to while they were watching silent films?
- 4 Why did some actors lose their jobs after 1926?
- 5 What happened in the 1970s?
- 6 How will we be able to feel a character's emotions?

- 3 **BUILD YOUR VOCABULARY** Look at verbs 1–4 and find corresponding nouns in the text ending with the suffix *-er* or *-or*.

1 view 2 produce 3 act 4 project

- 4 Write a noun ending with the suffix *-er* or *-or* for each definition. Check your answers in a dictionary.

- 1 A person who directs films is a film ____.
- 2 A person who speaks well is a good ____.
- 3 A person who conducts an orchestra is a ____.
- 4 A person who invents things is an ____.
- 5 A person who paints is a ____.
- 6 A person who translates is a ____.

- 5 **YOUR OPINIONS** Ask and answer the questions.

- 1 Would you enjoy 'Smell-O-Vision'? Why do you think that it wasn't successful?
- 2 Do you prefer going to the cinema or watching DVDs? Why?
- 3 What are the advantages and disadvantages of going to the cinema?
- 4 Which films are popular in your country at the moment? Why?
- 5 What do you think about films from your country? Who are the most popular directors?



Moving pictures: technology and the movies

From the early days of silent, black and white films to our modern digital productions, the film industry has changed a lot over the last century.

At the beginning of the 20th century, there weren't any cinemas. When a travelling 'picture show' came to a town, people usually watched the short films in a tent. The first permanent cinema was Thomas Tally's Electric Theater, which opened in Los Angeles in 1902. By 1907, there were more

than 4,000 cinemas in the USA, where audiences watched silent comedies, dramas and news stories, with a pianist providing music.

Colour films delighted viewers when they started to replace black and white films in the early 1920s, but it was the introduction of sound between 1926 and 1930 which really revolutionized the cinema. Genres, like musicals and horror, became popular as film producers could include songs, dialogues and sound effects in their 'talking pictures'. But some actors lost their jobs because they didn't have good voices or simply couldn't act and speak at the same time.



- 1 Complete the sentences from the text.
Then answer the questions.

Past

1 Film producers ___ include songs.

Present

2 They ___ create very realistic special effects.

Future

3 We'll ___ feel the character's emotions.

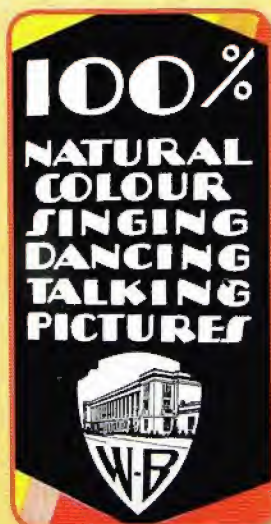
- 1 Does *can* express ability or possibility?
- 2 What are the negative forms of sentences 1–3?
- 3 Do *can, could* and *will be able to* stay the same with all persons?

More practice ➞ Workbook page 57



There were various experiments with 3D and with films with smells ('Smell-O-Vision') in the 1950s and 1960s, but they weren't very successful. Film technology didn't change much until the 1970s, when surround-sound became popular. This made the movie experience more realistic because sound seemed to come from all directions. After that, the next real revolution came with computers. Film-makers can now create very realistic special effects and computer-generated images have had a big impact, particularly on science fiction films and animation.

These days, digital projectors produce clearer images, and as 3D technology improves, films will seem more realistic. It's also possible that with future technology, we'll be able to connect our bodies to special cinema seats and feel the same emotions and sensations as the characters on the screen. But ... will we really want to do that?



- 2 Complete the sentences with *could, couldn't, can, can't, 'll be able to* and *won't be able to*.

- 1 Excuse me, I ___ see.
- 2 I ___ watch films at home on DVDs.
- 3 If the cinema closes next month, we ___ see any new films.
- 4 Before 1926, audiences ___ hear actors' voices at cinemas.
- 5 She had a lot of talent. She ___ sing, dance and act.
- 6 When I'm a rich and famous star, I ___ choose the characters I want to play.

- 3 Complete the text with the verbs in the box and the correct forms of *could, can* and *will be able to*.

smell enjoy wear connect feel hear

Cinema and the senses

In 1960, a system called 'Smell-O-Vision' introduced smells into cinemas for the film *Scent of Mystery*. Audiences ¹___ thirty different scents during the film, but unfortunately the machines were noisy, so some people ²___ the film. There were also problems with the first 3D films because people ³___ the special glasses for long – they felt sick.

These days we ⁴___ 3D films without any problems and it's possible that in the cinemas of the future we ⁵___ the same sensations as the characters. Scientists say that they ⁶___ the audience to computers and stimulate emotions in their brains.

- 4 **ACTIVATE** Complete the questions with *can, could* or *will be able to*. Then ask and answer with a partner.

- 1 What type of films ___ people watch before 1926?
- 2 What type of films ___ we ___ watch in ten years from now?
- 3 When ___ we ___ to watch 3D films on mobile phones?
- 4 ___ you go to the cinema every week?
- 5 ___ you go to the cinema alone when you were ten?

Finished?

Write sentences about your past, present and future abilities.

I couldn't ride a bicycle until I was seven.

VOCABULARY AND LISTENING ■ Books and films: features

I can understand a programme about books and films.

- 1 Check the meaning of the words in the box. Then complete the table.

beginning ending special effects
novelist film director theme subtitles
blockbuster best-seller plot scene
character biography cast setting
script publisher

Books only	Films only	Both books and films
		beginning

- 2 Match the definitions with words in exercise 1.

- All the actors in a film.
- A very successful film.
- A writer of fiction.
- A very successful book.
- The story of a person's life.
- The written text of a film.
- A written translation on the screen.
- When and where a story takes place.

- 3 3.04 Listen to a radio programme. Match the topics in the box with the speakers. There are more topics than you need.

romance wars biography crime plot
characters special effects ending setting

- 1 Emma ___ 2 Joe ___ 3 Amy ___ 4 Luke ___

- 4 3.04 Listen again and complete the notes.

Emma doesn't usually enjoy reading ¹___ books, but she liked *The Catcher in the Rye*. She thought that the ²___ was realistic.

Joe read *The Time Machine*. This is a classic ³___ story by the ⁴___ H. G. Wells. Joe didn't like the ⁵___ or the ending.

Amy read *The Black Magician*, a modern ⁶___ trilogy by an ⁷___ writer called Trudi Canavan.

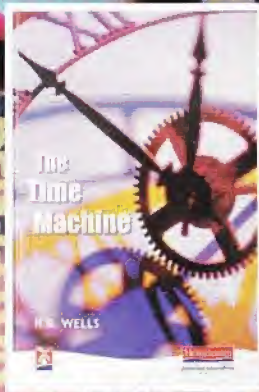
Luke likes crime fiction and he enjoyed *The Hound of the Baskervilles* by Arthur Conan Doyle. The main ⁸___ is the famous detective Sherlock Holmes.

- 5 ACTIVATE Ask and answer the questions.

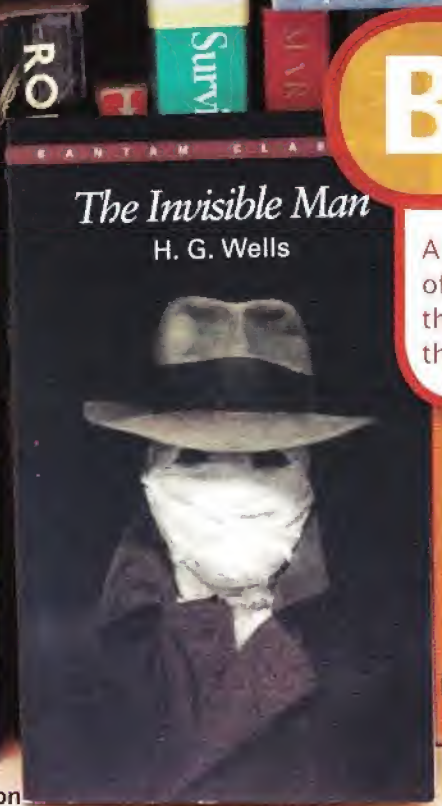
- Which of the books mentioned in *Book world* would you (not) like to read? Why?
- Do the best books and films have happy endings? Why / Why not?
- What is more important for a good film, the special effects or the plot? Why?
- What do you think about books and films with historical themes and settings? Why?
- What do you do if you don't like the beginning of a book or film?

Bookworld


A weekly podcast which includes reviews of new books and readers' views on books they've read. Here are some of the titles that our readers have read this week.




The Time Machine
H. G. Wells




The Invisible Man
H. G. Wells



MAGICIANS' GUILD
TRUDI CANAVAN



NOV
TRUDI CANAVAN



the CATCHER in the RYE
a novel by J. D. SALINGER
TRUDI CANAVAN

- 1 Complete the second conditional sentences from the listening on page 72 with the words in the box. Then complete the rules with *would*, *wouldn't* and *past simple*.

'd wouldn't would had did

Situation	Result
If I ¹ ___ that,	I would make things worse.
If she ² ___ a time machine,	she'd go to the past.
If the school expelled you,	³ ___ you leave home?
Result	Situation
I ⁴ ___ go to the past	if I had a time machine.
I ⁵ ___ leave home	if the school expelled me.
Where would you go	if you had a time machine?

○ RULES

- We use the second conditional to talk about an imaginary or unlikely situation and to describe its result.
- We talk about the unlikely or imaginary situation with *if* + ____.
- We describe the result with ____ or ____ + infinitive without *to*.

More practice ➞ Workbook page 59

- 2 Complete the sentences with the second conditional form of the verbs in brackets.
- If you *travelled* (travel) to the past, you'd *learn* (learn) about history.
- I ____ (enjoy) the book more if I ____ (like) the characters.
 - If it ____ (have) a happy ending, we ____ (not believe) the story.
 - I ____ (not watch) the film if I ____ (hate) the book.
 - The story ____ (be) more interesting if they ____ (change) the setting.
 - She ____ (not be) happy if you ____ (not go) to the party.
 - If you ____ (buy) him a ticket, he ____ (come) to the cinema.

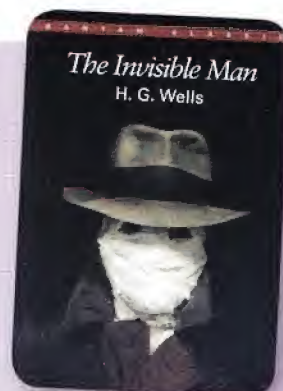
- 3 Write questions using the second conditional. Then ask and answer.

The Invisible Man

- 1 What (you / do) if (you / become) invisible?

The Time Machine

- 2 If (you / have) a time machine, where (you / go)?
- 3 If (you / go) to the past, who (you / meet)?



The Dark Knight

- 4 If (you / have) a special power, what (it / be)?
- 5 If (you / be) a superhero, (you / tell) your friends?



Twilight

- 6 (you / love) a person if (you / discover) he or she was a vampire?

- 4 **ACTIVATE** Interview your partner about situations 1–6.

What would you do if you were ...

- | | |
|------------------|-----------------|
| 1 famous? | 4 your parents? |
| 2 the president? | 5 an insect? |
| 3 a teacher? | 6 a writer? |

What would you do if you were famous?

If I was famous, I'd live in Hollywood.

○ Finished?

Write second conditional sentences with the adjectives in the box.


angry happy excited worried scared
embarrassed unhappy tired

I'd be angry if I lost my keys.

SPEAKING ■ Expressing preferences and recommending

I can talk about books and films that I prefer.

- 1 Look at the photo. Where are Tom and Caitlin? What are they doing?

- 2  3.05 Listen to the dialogue. What type of film does Tom choose?

Tom Hey, Caitlin, have you seen any good films recently?

Caitlin Yes, one or two. Have you?

Tom No. What about this one? Is it any good?

Caitlin I'd only recommend that if you like really bad musicals.

Tom No, I don't fancy that.

Caitlin If they had *Avatar*, I'd recommend that, but I can't see it anywhere.

Tom Yeah, well there's no point in watching it if it isn't in 3D and I can't do that at home.

Caitlin No, you're right. It's a great film to see at the cinema. Oh, here you are. You might like this. It's got great special effects.


Tom What's that? *Mission to Planet Q*? No, I'm not a big fan of science fiction. I'd prefer a comedy.

Caitlin A comedy ... er ... OK, well, try this one. It's a really funny story. I think you'll like it.

Tom OK. I'll trust you. Thanks, Caitlin.

Caitlin No problem. Enjoy it!



- 3  3.06 Study the key phrases. Which phrases respond to recommendations? Who says these phrases in the dialogue? Listen and check. Practise the dialogue with a partner.

KEY PHRASES Recommending and responding

What about this one?

I'd only recommend that if ...


I don't fancy that.

If they had (*Avatar*), I'd recommend that.

You might like ...

I'm not a big fan of ...

Try this one.

- 4  3.07 Listen to three sentences and choose the correct responses.

- 1 a What about comedies? b OK. Thanks.
c You might like musicals.
- 2 a I don't fancy that. b Oh, here you are.
c I'd recommend that.
- 3 a What's that? b OK. I'll trust you.
c No problem.

- 5 Think of good and bad films and books that you know. Complete the table. Then ask and answer with a partner.

Good films and books	Bad films and books

Have you seen / read ... ?

What did you think of it?

I thought it was ...

- 6 **ACTIVATE** Prepare a new dialogue with a partner. Talk about films that you know. Practise your dialogue. Then change roles.

Pronunciation: Silent letters  Workbook page 92

1 Read the model text and answer the questions.

- Which paragraphs express opinions and which express facts?
- Which paragraph describes the setting and characters?
- Which paragraph mentions the theme?
- Who would enjoy this novel?
- Why is the plot simple?

2 Study the key phrases. Which phrases introduce an opinion? Which introduce a fact?

KEY PHRASES ■ Facts and opinions

I have recently read ...
 I'd like to recommend ...
 The main characters are ...
 The setting is ...
 I particularly enjoyed ...
 All in all, I (really enjoyed) ...
 I'd / I wouldn't change it.

The Boy in the Striped Pyjamas

- I have recently read a book called *The Boy in the Striped Pyjamas*. It is a best-seller by an Irish author called John Boyne.
- I'd like to recommend this book to people who enjoy drama and realism. It's set in Poland during the Second World War and the main characters are two young boys – a German boy called Bruno and a Polish boy called Shmuel. The plot centres on the relationship between the boys and the different situations which they are in.
- I particularly enjoyed the characters and the theme of friendship in the novel. Some of the scenes are memorable because they're really strong, but the style and plot are very simple because a child narrates the story.
- All in all, I really enjoyed the novel and I wouldn't change the plot or characters. This is an easy book to read, with a strong ending and a clear message.

Language point: Paragraphs and topic sentences

3 Find the topic sentences in each paragraph in the model text. Then replace the topic sentences with a–e. There is one sentence that you do not need.

- The things I liked most about the book were the characters and the theme of friendship.
- The book will appeal to people who like drama and realism.
- In conclusion, I really liked the novel.
- The setting is during the Second World War and the characters are very realistic.
- I'd like to recommend a book which I read recently, called *The Boy in the Striped Pyjamas*.

4 ACTIVATE Follow the steps in the writing guide.

■ WRITING GUIDE

A TASK

Write a review of a book or a film which you enjoyed.

B THINK AND PLAN

- What's the name of the book or film?
- Who wrote it / starred in it / directed it?
- What's the setting and who are the main characters?
- What did you like most about it?
- Has it got a good plot or any very memorable scenes?
- What did you think of it overall?
- Would you change any part of it?

C WRITE

Paragraph 1: Introduction

I'd like to recommend ...

Paragraph 2: Details

The book / film is ...

Paragraph 3: Opinions

The things I liked most ...

Paragraph 4: Conclusion

All in all, ...

D CHECK

- order and content of paragraphs
- phrases for facts and opinions
- book and film vocabulary



Vocabulary

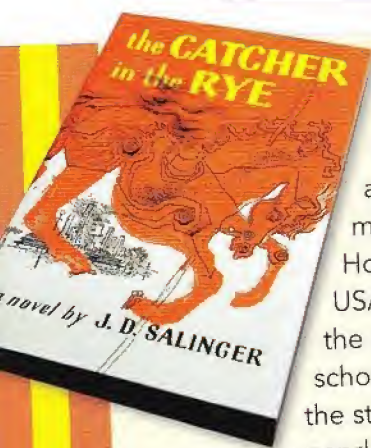
1 Match the sentences with the words in the box.

fantasy comedy science fiction horror
musical adventure

- 1 I nearly fell off my seat it was so funny! ____
- 2 I'm not into magicians and strange talking animals. ____
- 3 It was really scary. I couldn't sleep. ____
- 4 It love exciting stories and that one was fantastic. ____
- 5 The setting was on a strange planet in the year 3010. ____
- 6 The music was good, but the story was terrible! ____

2 Complete the text with the words in the box.

reader character ending beginning
novelist themes setting best-seller



The American ¹ ____ J.D. Salinger wrote *The Catcher in the Rye* in 1951. It became a ² ____ all over the world. The main ³ ____ is a teenager called Holden Caulfield. The ⁴ ____ is the USA in the 1950s. At the ⁵ ____ of the story, Holden is at boarding school. The school expels him and the story is about three days he spends alone in New York. The ⁶ ____ of the book are growing up and how false adults can be. The ⁷ ____ is a bit mysterious because the ⁸ ____ isn't sure what will happen to Holden.

Language focus

3 Complete the sentences with *could*, *couldn't*, *can*, *can't*, *will be able to* and *won't be able to*.

- 1 It's a terrible film because the hero ____ act!
- 2 When I was younger, I ____ dance at all.
- 3 Now I ____ dance and sing very well.
- 4 I'm afraid we ____ see the film next week. We're going away.
- 5 I ____ run very fast when I was young, but I'm too old now.
- 6 Film directors ____ do amazing things in the future.

4 Complete the second conditional sentences with the correct form of the verbs in brackets.

- I'd watch (watch) *Avatar* if I had (have) the DVD.
- 1 I ____ (not go) to see a film if it ____ (have) bad reviews.
 - 2 If I ____ (be) a film director, I ____ (make) war films.
 - 3 If the director ____ (have) more money, he ____ (choose) better actors.
 - 4 You ____ (not like) the story ____ if (have) a happy ending.
 - 5 If I ____ (meet) Brad Pitt, I ____ (not know) what to say to him.

5 Write questions for the sentences in exercise 4. If you had the DVD, would you watch *Avatar*?

Communication

6 Match questions 1–7 with the responses a–g.

- 1 Do you prefer comedies or westerns?
 - 2 Do you enjoy reading thrillers?
 - 3 What would you prefer to see?
 - 4 Is this book any good?
 - 5 Would you recommend this film?
 - 6 Have you read any good books recently?
 - 7 What about this film?
- a I don't fancy it.
b No, I don't.
c No, I wouldn't. It isn't very good.
d I'd prefer to see a comedy.
e I don't know. I haven't read it.
f I like them both.
g Yes, I have, *Twilight*.

Listening

7 3.08 Listen and choose the correct words.

- 1 Sally has got a detective / spy novel to read for school.
- 2 She hates / loves reading.
- 3 Dan has / hasn't seen the film *Sherlock Holmes*.
- 4 Conan Doyle didn't write / wrote the plot of the film.
- 5 Dan preferred the film / book.
- 6 Sally would / wouldn't read it if it wasn't for school.

- 1 Look at the film poster. Find out who directed the film and where the special effects were made.

AVATAR

The science fiction blockbuster of all time

Directed by: James Cameron
Special visual effects by: *Weta Digital*, New Zealand
Music by: James Horner
Starring: Sam Worthington and Zoe Saldana

Plot summary

Avatar is an epic 3D science fiction film which takes place in the future on a planet called Pandora. It is a world of beautiful forests and strange creatures and aliens called Na'vi. Greedy humans want valuable material on the planet and they attack the peaceful Na'vi. *Avatar* is the story of an American soldier who falls in love with an alien and leads the battle against his own people.

Special effects

Cameron wrote the story of *Avatar* in 1994, but he couldn't make the film then because the technology he needed didn't exist. He had to wait another twelve years for the new 3D technology. The New Zealand company which made *The Lord of the Rings* did the special effects for *Avatar*.



Sam Worthington

Sam Worthington is an Australian actor who was born in Britain. He plays the role of the American soldier who refuses to attack the Na'vi people. Sam worked as a builder before he became an actor and he is into surfing. He auditioned for *James Bond*, but didn't get the part.



Zoe Saldana

Zoe Saldana is an American actress who plays the role of the Na'vi princess. Zoe had to learn martial arts, archery and horse riding for the role. She loves science fiction and she has also acted in a recent remake of *Star Trek*. She can speak Spanish because her father comes from the Dominican Republic.

- 2 Make a poster for a film. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Choose a film you have seen or would like to see.
- 2 Find information about it on the internet.
- 3 Make a poster for the film. Include information about: the director, the special effects, the music, the plot and the main characters.
- 4 Write a short plot summary and descriptions of the stars.
- 5 Write about the special effects or another important feature of the film.
- 6 Find some photos of the film on the internet or in magazines.

- 3 Display your posters in the classroom. Did any other students choose the same film as you?

■ Nouns: art

I can talk about artists and works of art.

Art

Start thinking

- 1 Do you know any artists or paintings?
- 2 What artists are / were from your country?
- 3 What are the most important galleries in your town or country?

Aims

Communication: I can ...

- talk about artists and works of art.
- understand a text about Dada art.
- use the past passive to talk about art.
- describe art.
- ask and answer quiz questions using the passive.
- express opinions and doubts.
- write about a piece of art.

Vocabulary

- Nouns: art
- Adjectives: describing art

Language focus

- Present passive: affirmative and negative
- Past passive: affirmative and negative
- Present and past passive: affirmative, negative and questions

English Plus Options



Extra listening and speaking

Discussing a picture

⇒ Page 95



Curriculum extra

Visual arts: Art movements of the 20th century

⇒ Page 103



Culture

Graffiti artists – past and present

⇒ Page 111



Vocabulary bank

Synonyms; Works of art

⇒ Page 119

- 1 Complete the table with the words in the box. Which word doesn't go in any list? Then do the *Art Quiz* with a partner.

painting sculpture gallery landscape auction
critic art movement masterpiece museum
exhibition collector portrait

Places	People	Works of art	Events
		painting	

Pronunciation: Word stress ⇌ Workbook page 92

- 2 3.14 Listen and check your answers to the quiz. How many did you answer correctly?
- 3 Write definitions of six of the words from exercise 1. Then work in pairs. Guess the words from your partner's definitions.

It's a person who collects things.

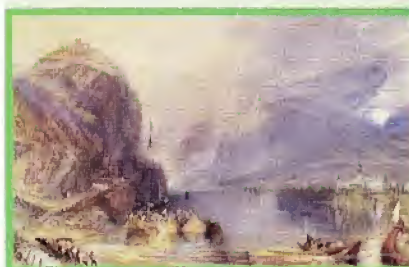
A collector.

Art Quiz

- 1 Many Impressionist paintings are exhibited in a museum in Paris.
The Impressionists were ...
a part of an art movement.
b a group of critics.
c galleries for special paintings.



The Mulberry Tree



The Drachenfels

- 2 This painting by J.M.W. Turner shows his skill as a ...
a critic.
b landscape artist.
c portrait artist.



The Nymphs

- 3 A collector bought this painting at an auction for ...
a over £3,000,000.
b over £13,000,000.
c over £30,000,000.

Present passive: affirmative and negative

4 Complete the sentences. Use the quiz to help you.

Passive affirmative

It is *painted* on walls and buildings.

Many Impressionist paintings ¹ ___ in a museum in Paris.

Passive negative

Sculptures ² ___ from gold.

His graffiti ³ ___ in museums.

Active affirmative

This painting ⁴ ___ Turner's skill as a landscape artist.

Active negative

People ⁵ ___ Banksy's graffiti art.

5 Study the passive sentences in exercise 4 and complete the rules with the words in the box.

past participle is am not aren't

RULES

- 1 We form the present passive affirmative with *am* / ___ / *are* + past participle.
- 2 We form the present passive negative with ___ / *isn't* / ___ + ___.

More practice ⇨ Workbook page 65

6 Make sentences using the present passive.

- 1 Portraits ___ very often these days. (not paint)
- 2 Modern art ___ by a lot of people. (criticize)
- 3 This sculpture ___ from bronze. (make)
- 4 His greatest masterpiece ___ in the exhibition. (not show)
- 5 Some artists ___ by society. (not accept)
- 6 Many famous paintings ___ by museums. (not own)

7 Complete the quiz sentences with passive forms of the verbs in the box. Then write your answers to the quiz.

sell buy speak make use set mix

- 1 This language ___ in Peru.
- 2 Omelettes ___ with these.
- 3 *The Boy in the Striped Pyjamas* ___ in this country.
- 4 When these colours ___ they make purple.
- 5 Paintings ___ and ___ in these places.
- 6 These glass objects ___ when we drink.

8 **ACTIVATE** Work in pairs. Make more quiz sentences using the verbs in exercise 7. Then exchange your sentences with another pair.

These things are sold in a music shop.

Finished?

Write sentences about the works of art on this page. Write why you like or dislike them.



Horse

- 4 This is an exhibition of a sculpture by Fernando Botero. Sculptures aren't usually made from ...
- a gold.
 - b marble.
 - c bronze.

- 5 Leonardo da Vinci painted this masterpiece. It is called ...
- a Mona's Smile.
 - b Mona Lisa.
 - c Mona Lisa's Smile.



Mona Lisa

- 6 Banksy is a British street artist. His graffiti isn't found in museums because ...
- a it isn't art.
 - b it is painted on walls and buildings.
 - c people don't like it.




Maid Sweeping

READING ■ Dada

I can understand a text about Dada art.

1 Check the meaning of the words in **blue** in the text. What do you think of the pieces of art on this page?

2  3.15 Read and listen to the text. Choose the correct answers.

- 1 Critics in the past were ____ Dada.
a indifferent to
b positive about
c negative about
- 2 The author wrote the text to ____.
a criticize
b inform
c amuse

3 Read the text again. Write *true* or *false*. Correct the false sentences.

- 1 The Dada movement was started by Marcel Duchamp.
- 2 Dada rejected ideas which artists had in the past.
- 3 There were writers in the Dada movement.
- 4 Dada artists wanted people to think about art.
- 5 *Fountain* was rejected because Duchamp used a false name.
- 6 Critics' opinions about Dada have become more negative.

4 **BUILD YOUR VOCABULARY** Find synonyms in the text for 1–6.

- 1 aims (paragraph 1)
- 2 straightforward (paragraph 1)
- 3 features (paragraph 2)
- 4 common (paragraph 2)
- 5 most unhealthy (paragraph 3)
- 6 important (paragraph 3)

5 Write synonyms for the words in the box.

original attractive actually
intelligent unusual adore
excellent

original = very different

6 **YOUR OPINIONS** Ask and answer the questions.

- 1 Answer the questions in the introduction of the text.
- 2 Why do you think Duchamp's work shocked people? What's your opinion?
- 3 How do writers, artists or musicians shock people these days?
- 4 What would you paint if you were an artist?
- 5 What are your favourite types of art: sculptures, portraits, abstract, other?

Dada

Art, because the artist says it's art

Can a toilet be a work of art?
What about putting a bicycle wheel on a stool? Is that art?
Anyone can do it. What is art?
Dada art makes people think.

Dada was an art movement which was started by a group of artists during the First World War. The origin of the name Dada isn't certain, but the objectives of the movement were clear: through art and literature they protested against the war and against **conservative** ideas. They rejected traditions and **traditional** art because for them, everything was **boring**. They wanted to start something new.

Dada was sometimes **fun**, often **provocative** and always **original** and you can see all of these characteristics in the work of the French artist Marcel Duchamp. In his opinion, art was usually created for the eyes, but he wanted to create art for the mind. When he added a moustache to a copy of the Mona Lisa in 1919, it was an anti-art joke and with his Bicycle Wheel (1913) he was saying, 'this is art because the artist says it's art'. For Duchamp, everyday objects could be art. In 1917, he inverted a urinal, signed it with a false name, called it *Fountain* and sent it to an exhibition. It was rejected.



Bicycle Wheel

LANGUAGE FOCUS ■ Past passive: affirmative and negative

I can use the past passive to talk about art.

8

- 1 Study the sentences in the tables. How do we form the negative of past passive sentences? Complete the rules.

	Subject	Active verb	Object
A c t i v e	A group of artists	started	Dada.
	Most critics	rejected	Dada works of art.
	Picasso	didn't start	Dada.

	Subject	be + past participle	by + agent
P a s s i v e	Dada	was started	by a group of artists.
	Dada works of art	were rejected	by most critics.
	Dada	wasn't started	by Picasso.

RULES

When we change a sentence from active to passive:

- 1 The object of the active sentence becomes the ___ in the passive.
- 2 The subject in the active sentence becomes the ___ in the passive.
- 3 The tense of the verb *be* in the passive is the same as the tense of the ___ verb.
- 4 If we include the agent in the passive, we need the word ___.

More practice ⇨ Workbook page 65

- 2 Complete the passive sentences with the verbs in brackets.

- 1 The Surrealists ___ by Dada artists. (influence)
- 2 Some unusual objects ___ by Surrealist artists. (create)
- 3 The Surrealist movement ___ by André Breton. (start)
- 4 *Le Déjeuner en fourrure* ___ by Meret Oppenheim. (make)
- 5 The *Mona Lisa* ___ by Picasso. (not paint)
- 6 *Fountain* ___ in an exhibition because the organisers didn't like it. (not show).



Le Déjeuner en fourrure



Mona Lisa with moustache

In fact Dada works of art were rejected by most critics. Their everyday objects, which they called 'readymades', were completely different from the traditional world of paintings and sculptures. One critic said that Dada was the 'sickest and most destructive thing'

invented by man. But opinions change and eighty-seven years later a group of five hundred British critics voted *Fountain* 'the most influential work of modern art'. In fact, if you look at some of the stranger pieces of art today you can see the influence of Dada. Thanks to Dada, everything can be art now. There are no rules.



Fountain

- 3 **ACTIVATE** Choose a piece of art on pages 78–81 and make passive sentences using the verbs in the box. Take turns to guess the piece of art with a partner.

paint sell make find exhibit buy

It was painted a long time ago.

Is it *The Mulberry Tree*?

Finished?

Write passive sentences about other famous things. Think of books, films, buildings, sculptures and inventions.

Hamlet was written by Shakespeare.

STUDY STRATEGY □ Marking word stress

- 1 3.16 Check the meaning of the words in the box. Then listen and underline the stressed syllable in each word. Remember to do this when you learn new vocabulary.

beautiful

~~beautiful~~ controversial amusing
shocking imaginative ridiculous
traditional dull colourful original
strange provocative

- 2 Choose six adjectives. Write sentences about things they can describe.

The Harry Potter books are very imaginative.

- 3 3.17 Look at photos A–D. Then listen to the *Arts Spectrum Podcast*. In what order are the photos mentioned? Is the prize always given to a painter?

- 4 3.17 Listen again and choose the correct answers.

- The Turner Prize is named after a ...
a young artist. b British painter.
c modern sculptor.
- What kind of art most often wins?
a abstract b modern
c conceptual
- What was the shed made from in *Shedboatshed*?
a a shed b a boat
c a recycled shed
- Why is the Turner Prize criticized?
a It shocks people. b It isn't real art.
c It isn't always won by conceptual artists.
- What is Tamsin's opinion about the Turner Prize?
a Some of the art that is nominated is shocking.
b Original and imaginative art is presented.
c It's interesting, but some pieces are ridiculous.

- 5 **ACTIVATE** Look at the pieces of art in this unit. Choose one or more adjectives from exercise 1 to describe each picture. Then compare your ideas with a partner.

The Drachenfels is traditional and beautiful.

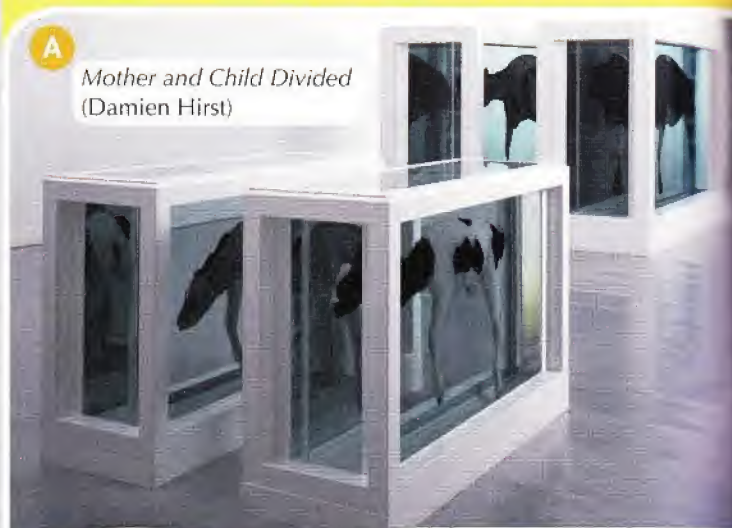
ARTS SPECTRUM Podcast

The Turner Prize – original or ridiculous?

Leo Walker and Tamsin Jones discuss the most famous and controversial art prize in Britain.

A

Mother and Child Divided
(Damien Hirst)



B

Sleeper (Mark Wallinger)



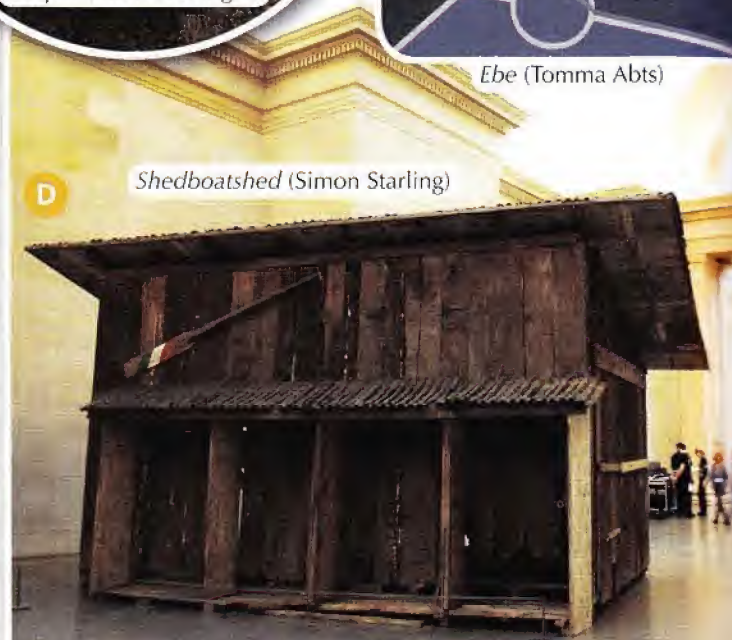
C

Ebe (Tomma Abts)



D

Shedboatshed (Simon Starling)



LANGUAGE FOCUS ■ Present and past passive: affirmative, negative and questions

I can ask and answer quiz questions using the passive.

8

- 1 Complete the passive sentences a–f from the listening on page 82 with the words in the box. Then answer questions 1–4.

was (x2) nominated is (x2) were

- It ___ preserved in liquid.
- It ___ won by Tomma Abts for her abstract paintings.
- ___ the Turner Prize always given to a painter?
- What kind of art is ___ for the prize?
- Why ___ people shocked by Damien Hirst's cow?
- ___ the *Shedboatshed* made of recycled wood?

- Which sentences are in the past?
- Which sentences are in the present?
- Which word is the same in all forms?
- How are questions formed?

More practice ⇌ Workbook page 67

- 2 Complete the dialogue with the verbs in brackets. Use the present and past passive.

- John When was the *Mona Lisa* painted?
 Laura It ¹___ by Leonardo da Vinci in the 16th century. (paint)
 John Where was it kept?
 Laura It ²___ by the King of France and it ³___ in the Louvre Museum in Paris. (buy, put)
 John What happened in 1911?
 Laura The painting ⁴___ from the museum. (steal)
 John When was it found?
 Laura It ⁵___ two years later and a museum worker confessed to the crime. (find)
 John Is the painting back in the Louvre Museum now?
 Laura Yes, and it ⁶___ by six million people each year, but the paintings in the Louvre ⁷___ very well now. (see, protect)

- 3 Write questions in the passive about the information in **blue** in the text below. Then ask and answer with a partner.

When ... ?

When was the Tate Modern opened?

- | | |
|-----------------|-------------|
| 1 What ___? | 4 Who ___? |
| 2 Where ___? | 5 When ___? |
| 3 How much ___? | 6 What ___? |

- 4 Write six quiz questions using the words in the box.

make play speak write paint

What is pizza made from?

- 5 **ACTIVATE** Study the key phrases. Which phrase is for answering a question? Work in pairs and ask and answer your quiz questions in exercise 4.

KEY PHRASES □ Doing a quiz

What's your next question?

OK. You start.

I think the answer's ...

That's right. Well done.

No, sorry. Bad luck.

OK. It's your turn.

□ Finished?

Look through this book and write a revision quiz. Use the present and past passive.

How are marine animals affected by plastic?

Great Galleries

The Tate Modern in London was opened as an art gallery in **2000**. In the past, the building was used ¹as a power station. Bigger works of art are now exhibited ²in a massive hall. Visitors ³aren't charged any money to go into the gallery.

The Guggenheim museum in Bilbao was designed by ⁴architect Frank Gehry and it was built ⁵between 1994 and 1997. It's used for ⁶exhibitions and conferences. It's also great to look at and it's a nice place to meet.




Guggenheim, Bilbao



Tate Modern, London


SPEAKING ■ Expressing doubt

I can express opinions and doubts.

- 1 Look at the photo. What kind of art is the painting? Do you like it?
- 2  3.18 Listen to the dialogue. Why does Lucy dislike the picture?


Mum **Look**, Lucy. I got this picture this morning.
 Lucy It reminds me of a Picasso painting.
 Mum That's because it *is* a Picasso! What do you think?
 Lucy It doesn't **look like** a real face. What on earth is that?
 Mum It's a cat. It's abstract art. Don't you like it?
 Lucy Mmm. I'm not convinced.
 Mum Don't you think it's interesting?
 Lucy Er, sort of, but I'm not sure about the face – it **looks** a bit mad. In fact, it **looks as if** a child painted it!
 Mum Oh, come on! It isn't that bad. It's really colourful. It's good to have a new picture, anyway.
 Lucy I suppose so.
 Mum I'm sure it'll grow on you.
 Lucy OK. We'll see.



- 3  3.19 Study the key phrases. Who says the phrases? Listen and check. Practise the dialogue with a partner.

KEY PHRASES ■ Describing art

It reminds me of ...
 It doesn't look like a ...
 What on earth is that?
 I'm not sure about ...
 It looks (a bit mad).
 It looks as if (a child painted it).

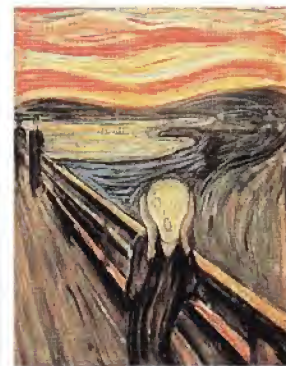
- 4  3.20 Look at the words in **blue** in the dialogue in exercise 2. What do they mean? Then complete the mini-dialogue with *look*, *looks like* and *looks as if*. Listen and check.
- Jack ¹ ___, **Flora**. What do you think of this **painting**?
 Flora I'm not sure. It ² ___, **a bit strange**. It ³ ___, **a girl with a baby**.
 Jack No, it ⁴ ___, **a doll**.
 Flora It reminds me of a **Picasso painting**.
 Jack That's because **it is a Picasso**!

- 5 Look at the photo of *Compression*. Change the words in **blue** in the dialogue in exercise 4 and practise a new mini-dialogue with a partner.

- 6 **ACTIVATE** Look at *The Scream* and prepare a new dialogue with a partner. Use the key phrases and ideas from exercise 4 or your own ideas. Practise your dialogue. Then change roles and practise another dialogue about *Compression*.



Maya with a doll (Picasso)



The Scream (Munch)



Compression (César)

WRITING ■ A description of a piece of art

I can write about a piece of art.

8

- 1 Read the model text and match the paragraphs 1–3 with the topics a–d. There is one topic that you do not need.

- a an art movement c the painter
b historical details d a description

- 2 Answer the questions.

- When was this picture painted?
- What dramatic feature is in the foreground?
- What adjectives describe Surrealist art?
- When was the painting first exhibited?
- Where can you see the painting today?

The Persistence of Memory

- 1 *The Persistence of Memory* was painted by Salvador Dalí in 1931. It is an oil painting and it shows a landscape. The unusual scenery includes



- melting watches in the foreground and in the background there are cliffs. It is said that he saw a round camembert cheese melting in the hot sun. It inspired him to paint this picture.
- 2 This type of work is typical of Surrealism, an art movement which started in France in the 1920s. The Surrealists used intense colours and bizarre images. Their work sometimes shows dream scenes or imaginative landscapes.
- 3 *The Persistence of Memory* was first exhibited in 1931, where it was bought by an American collector for \$250. It was later sold and donated to the Museum of Modern Art in New York, where it is now kept.

- 3 Study the key phrases. Which phrases describe the painting?

KEY PHRASES ■ Describing a painting

The scenery / composition includes ...
... in the foreground / background ...
(*The Persistence of Memory*) was first exhibited ...
It is said that ...
This type of work is typical of ...
Their work sometimes shows ...

Language point: Using synonyms

- 4 Look at the model text again and find synonyms for the adjectives in blue in a–d. Then choose synonyms for the words in blue in the text below.

- a weird scenery c strange images
b bright colours d creative landscapes

The artist showed the world in a ¹new (original / controversial) way and some of his pictures are very ²funny (amusing / provocative). But in this picture, the colours are really ³dark (elegant / sombre) and the ants ⁴represent (describe / symbolize) death.

- 5 **ACTIVATE** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Find information about a famous piece of art, or look at the painting in the photo with Mum and Lucy on page 84 and the notes about it below. Write a text about the piece of art.

Notes on *Dora Maar au Chat* (Picasso):

Painted 1941
Cubism, France 1907. Artists looked at subjects from different perspectives and used geometric shapes.
Sold to collectors; not exhibited until 2005; sold in 2006 for over \$95 million; now owned by private collector.

B THINK AND PLAN

- Who was the work created by and when?
- What does the work of art show?
- What art movement is this typical of?
- What is typical of this art movement?
- When was the work first exhibited?
- When was it last sold and where is it kept?

C WRITE

Paragraph 1: The work of art
... was painted / made by ...
Paragraph 2: The art movement
This type of work is typical of ...
Paragraph 3: History of the work
... was first exhibited in ...

D CHECK

- synonyms
- the passive

Vocabulary

1 Choose the correct words.

- 1 She sold the painting at an **auction** / a **portrait**.
- 2 Most of the **masterpieces** / **critics** liked his new exhibition.
- 3 He painted a good **landscape** / **portrait** of his father.
- 4 Surrealism was a **masterpiece** / **an art movement**.
- 5 She is showing her paintings in a **gallery** / **an auction**.
- 6 A lot of his **sculptures** / **paintings** are made from bronze.

2 Match the adjectives with the sentences.

strange traditional shocking dull
ridiculous amusing colourful original
provocative

- 1 I've never seen anything like it before.
- 2 It isn't very exciting.
- 3 What do you think it is? I've no idea.
- 4 Wow! Look at those bright blues and reds.
- 5 It looks like any other landscape painting.
- 6 How horrible! That isn't art!
- 7 The painter definitely has a good sense of humour.
- 8 I don't understand why that is in the exhibition. It's just stupid.
- 9 He was an artist who made people think.

Language focus

3 Complete the sentences with the present or past forms of the passive.

- 1 The masterpiece by the artist in the 19th century. (paint)
- 2 Today, some artists by society. (not accept)
- 3 The museum by the president last weekend. (open)
- 4 The painting by a gallery. (not buy)
- 5 During the war, paintings by some collectors. (hide)
- 6 The artist by the critics for many years. (not mention)
- 7 Today most of his sculptures by a New York gallery. (own)
- 8 Conceptual art by many people. (appreciate)

4 Make the active sentences passive.

Picasso painted *Guernica*.

Guernica was painted by Picasso.

- 1 Dada artists influenced the Surrealists.
- 2 Surrealist artists created some unusual objects.
- 3 André Breton started the Surrealist movement.
- 4 Many people don't understand conceptual art.
- 5 Lots of people visit the museum every year.
- 6 They didn't show the portrait in the exhibition.

5 Write questions and answers for the sentences in exercise 4. Use the past passive.

Was Guernica painted by Picasso? Yes, it was.

Communication

6 Complete the dialogue with the phrases in the box.

like I'm not sure that bad looks as if
Look at grow looks reminds me

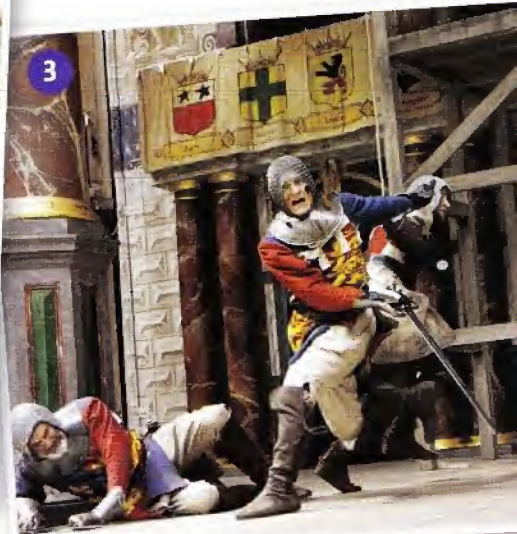
- Brian** This is interesting. What do you think?
Julia It's original, but ¹ I like it.
Brian It looks ² an animal.
Julia It ³ of a Dali painting.
Brian Yes, It ⁴ a bit strange.
Julia ⁵ this one over here. It's very unusual.
Brian I don't like that at all. It ⁶ a child painted it.
Julia Oh, come on! It isn't ⁷. Don't you think it's colourful?
Brian Yes, but the colours are all over the place!
Julia Well, I love it. And I'm sure it'll ⁸ on you!

Listening

7 3.21 Listen to a conversation and complete the text.

The Scream was painted by Edvard Munch in ¹. There are ² versions of *The Scream* and three of them are in ³ museums. One of the paintings was ⁴ from the Munch Museum in Oslo in ⁵, but the thieves couldn't sell it. Police found the painting in ⁶. Munch belonged to the Expressionist art ⁷. Expressionist ⁸ are interested in feelings and their paintings don't look like real life.





Listening

1 Look at the photos and answer the questions.

- What do the photos show?
- Which would you most / least like to see?
- Which is the strangest? Why?
- How would you describe these art forms: art or entertainment?
- Which is the most / least popular with young people? Why?

2 3.22 Listen to a conversation. Where are Jenny and Joe?

3 3.22 Listen again and complete the sentences.

- ___ prefers modern art.
- The Tate Modern has a lot of ___ art.
- The painting of the horse looks like a ___.
- Jenny says that the *Whistlejacket* was Stubbs's ___.
- ___ wants to buy a poster at the gallery shop.
- They decide to visit a temporary ___.
- Liza thinks the National Gallery is ___.
- Liza has got a ___ of the *Whistlejacket* in her room.

Speaking

4 Work in pairs and prepare a conversation. Imagine you went to a cultural / artistic event or a place in London / a city in your country. Answer the questions.

- Where did you go? Why?
- What did you see there?
- What was it like?
- Who was it created by?
- Would you recommend it to a friend? Why / Why not?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A and one of you is B. Change roles.

A We went to ...

B Ask what they did.

A Reply and mention a particular thing.

B Ask more questions.

A Reply.

B Ask if it is worth seeing.

A Reply.

Writing

6 Write a description of a cultural or artistic event. Include background information about the event. Use the questions in exercise 4 to help you. Say whether you would recommend this event to someone. Begin like this:

Last week, I visited ... I saw ... there. It was created by ...


EXTRA LISTENING AND SPEAKING ■ Deciding what to watch on TV


I can talk about and choose TV programmes.

1

- 1 Look at the TV guide. Do you know any of the programmes? What type of programmes are they?

	BBC ONE	BBC TWO	ITV1	Channel 4	Channel 5
7.30	The Weakest Link	Natural World	The Chart Show	The Simpsons	The Vampire Diaries
8.00	The Office	News at 8		Friends	World Cup Cricket: India versus Australia
8.10		Olympic Special	Who Wants to Be a Millionaire?		
9.00	90210			Big Brother	

- 2  1.16 Listen to a conversation between Nicola and Martin. Which programmes from the TV guide do they mention?


- 3  1.16 Study the key phrases. Then listen to the conversation again and answer the questions.

KEY PHRASES ■ Discussing what to watch

What time is it on?
 What's on tonight?
 What else is on?
 I (don't) fancy watching ...
 Is there a ... on?

- Where do they find the TV guide?
 - Under the remote control.
 - Under the sofa.
 - Under a magazine.
- When's the transport documentary on?
 - Tuesday.
 - Wednesday.
 - Thursday.
- What type of programme is *90210*?
 - A drama series.
 - A quiz show.
 - A reality show.
- Martin wants to watch
 - A reality show.
 - A sitcom.
 - A quiz show.
- What time is it now?
 - Just before 7.30.
 - About 8.00.
 - Just after 7.30.



- 4  1.17 Listen. Then practise the dialogue with a partner.
- Martin What's on tonight?
 Nicola *The Weakest Link* is on at 7.30 on BBC ONE.
 Martin No, I don't fancy watching a quiz show. What else is on?
 Nicola There's *The Chart Show*. That's on at 7.30 on ITV1.
 Martin I'm not sure. I fancy watching some sport. Is there a sports programme on?
 Nicola Yes, *Olympic Special* is on at 8.30 on BBC TWO.
 Martin Great! Let's watch that!



- 5 **ACTIVATE** Change the words in blue in exercise 4 using the programmes in the TV guide. Then practise your new dialogue with a partner.

EXTRA LISTENING AND SPEAKING ■ Explaining what you want to buy

I can ask about and buy things in a shop.

- 1 Use the words in the table to make objects that you can buy. Then match them with objects A–H.

a	tube	deodorant
	box	shampoo
	bottle	batteries
	can	toothpaste
	packet	soap
	bar	aspirin
		washing-up liquid
		light bulbs

- 2  1.33 Listen to two conversations. Which objects from exercise 1 do the customers buy?
- 3  1.33 Study the key phrases. Then listen to the conversations again. Complete the table below with the missing information.


KEY PHRASES ■ Asking about things in a shop

Can I help you?
I need something for ...
Is this what you mean?
You use it for ...
Which type do you want?

Object:	aspirin
Quantity:	¹ ___
Box size:	² ___
Price:	£3.08

Object:	toothpaste
Type:	³ ___
Tube size:	⁴ ___
Price:	⁵ ___



- 4  1.34 Listen. Then practise the dialogue.

Shop assistant Can I help you?

Customer Yes, I need something for making light. I'm sorry, I can't remember the word!

Shop assistant Light bulbs? Is that what you mean?

Customer Yes, light bulbs!

Shop assistant Which type do you want? 60 watt or 100 watt?

Customer 60 watt, please.

Shop assistant How many do you need?

Customer One box, please.

Shop assistant OK. One box of light bulbs. That's £1.18, please.



- 5 **ACTIVATE** Change the words in blue in exercise 4 using the objects in exercise 1 or your own ideas. Then practise your new dialogue with a partner.

EXTRA LISTENING AND SPEAKING ■ Talking about websites

I can talk about websites and say email and website addresses.

- 1 What kind of websites have you visited? What do you think of them?
Match three kinds of websites in the box with the photos A–D.

music websites video sites online games sites chat rooms
news websites social networking sites educational websites



- 2 1.44 Study the key phrases. Then listen and write the website and email addresses.

KEY PHRASES ■ Saying website and email addresses

www = double u, double u, double u
 . = dot
 _ = underscore
 @ = at
 - = hyphen
 / = forward slash
 That's all one word.

- 5 Answer the questions.

- What are your favourite websites? Why?
- What websites do you use to find information for school work?
- What are the most useful websites that you know?
- Do you listen to music or watch videos on websites? If so, which websites do you like?
- Do you or your friends have your own websites? What are they?
- What websites have you recommended to friends?

- 3 1.45 Listen to a conversation. Which email address and website does Lily mention?

- 4 1.45 Listen again and write *true* or *false* for 1–5. Correct the false sentences.

- Adam has posted a funny video on a website.
- He offers to email the website address to Lily.
- Lily has changed her email address.
- Adam has done his essay.
- Lily used a book to help her with her homework.

- 6 1.46 Listen. Then practise the dialogue with a partner.

Lily Have you seen that cool **music** website?
 Adam Which website is that?
 Lily It's **www.ukmusic.com**.
 Adam No, I haven't. Is it good?
 Lily Yes, it's great. There are **album reviews**, **concert dates** and **interviews with bands**. There's a **message board**, too.
 Adam It sounds brilliant. Can you email me the link?
 Lily Sure. What's your email address?
 Adam It's **adam_beck@gmail.com**.

- 7 **ACTIVATE** Think of a website you know. Change the words in **blue** in exercise 6. Then practise your new dialogue with a partner.

EXTRA LISTENING AND SPEAKING ■ Describing people

I can describe people.

- 1 Look at the photo and describe the people.
Use the words in the box.

He's got dark hair.

serious friendly long tall dark shy
pretty good-looking blonde confident

- 4 2.12 Complete the table. Order the
adjectives in 1–4. Then listen and check.

- 1 curly / long 3 red / quite short
2 straight / dark 4 wavy / long / blonde

length	style	colour	
			hair



- 2 2.11 Listen to a conversation between
Matt and Sean. Which of the people in the
photo are they talking about?

- 3 2.11 Study the key phrases. Then listen
to the conversation again and answer
the questions.

KEY PHRASES ■ Describing people

I recognize the name.
I can't picture him.
What does she look like?
I know who you mean.
Isn't he ... ?

- What's Sean doing when Matt arrives?
- What does Matt ask about Suzie's clothes?
- What does Matt think about Suzie's personality?
- What does Sean say about Suzie's personality?

- 5 2.13 Listen. Then practise the dialogue.

Carrie Do you know **Jacob Lewis**?
Emily I recognize the name, but I
can't picture **him**. What does **he**
look like?
Carrie **He isn't very tall and he's got**
quite short, red hair.
Emily **Is he friendly?**
Carrie **Yes, he's really friendly.**
Emily I think I know who you mean.
Does he usually wear **a blue scarf?**
Carrie Yes, that's **him**.
Emily Isn't **he** from **Manchester?**
Carrie Yes, that's right.

- 6 **ACTIVATE** Change the words in **blue** in
exercise 5 using information about someone
you know. Then practise your new dialogue
with a partner.

EXTRA LISTENING AND SPEAKING ■ Talking about your school

5

- 1 Match photos A–D with four of the topics from the box.

wearing a school uniform bullying cheating doing homework
revising for exams school lunches sports class size



- 2 2.25 Listen to an interview with James and Clare. Which topics from the box in exercise 1 do they mention?
- 3 2.25 Study the key phrases. Then listen to the interview again and choose the correct answers.

KEY PHRASES ■ Talking about problems at school

Is there a problem with ... ?
There's been a problem in my school with ...
How do you feel about ... ?
How do you think your school can improve?
We should definitely ...

- What does Clare say about her school?
a It's mixed. b It's a boarding school.
c It's single-sex.
- Which school has got a problem with bullying?
a Clare's school b James's school
c both schools
- What does James say about homework?
a It's useful. b There's too much.
c There isn't enough.
- What does Clare want to stop?
a hockey b winter sports
c sports outside in winter
- James says that there's a problem with ____ in his school.
a bad teachers b difficult students
c big classes

- 4 2.26 Listen. Then practise the dialogue.

Polly Is there a problem with cheating in your school?

Olivia A bit. Some students write things on their hands when they have an exam!

Polly Do you have to wear a school uniform?

Olivia No, we don't.

Polly Do you think that your school should have a uniform?

Olivia Yes, because I think it's nice when everyone looks the same.

Polly How do you think your school can improve?

Olivia In my school, we have to buy lunch at the school canteen and it isn't very good. I think we should have better food, because you work better if you have a proper lunch!

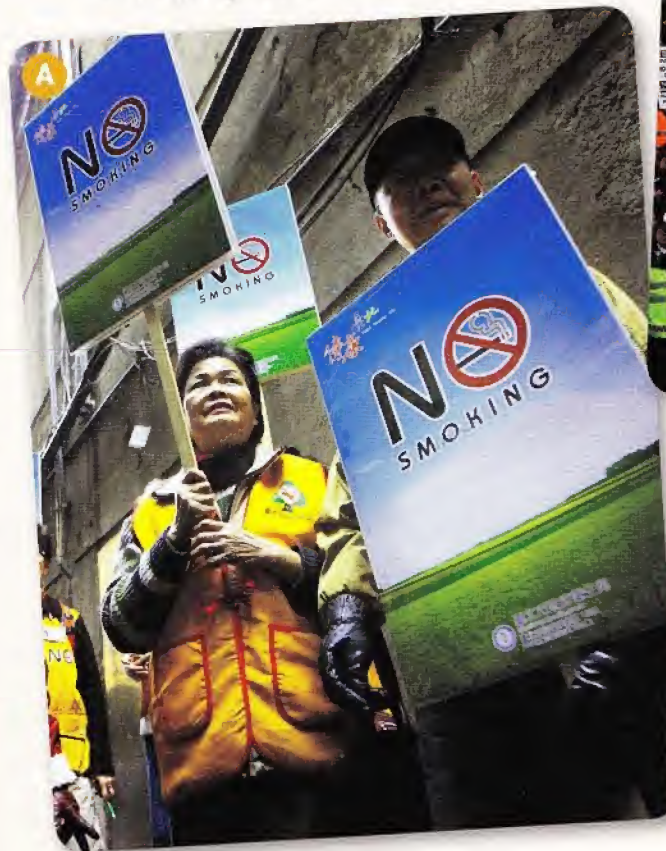
- 5 **ACTIVATE** Prepare answers to the questions in blue in exercise 4 using ideas about your school. Then practise your new interview with a partner.

EXTRA LISTENING AND SPEAKING ■ Interviewing a campaigner

6

I can discuss protest campaigns.

- 1 Look at photos A–C. What are the people campaigning about?



- 2 238 Listen to an interview. Which campaign in exercise 1 is the person supporting?
- 3 238 Study the key phrases. Then listen to the interview again and answer the questions.

KEY PHRASES ■ Interviewing a campaigner

Why are you campaigning?
 What does your placard say?
 Can you explain how you feel about ... ?
 What are you hoping to achieve?

- 1 In which city are the people protesting?
 2 Approximately how many people are there in the square?
 3 What time are the organizers going to speak?
 4 Where is everyone going to march to?
 5 What do they want the government to do?
- 4 Answer the questions.
- What do people in your country campaign about?
 - What type of protest campaigns do you think are the most effective?
 - Have you ever campaigned for something?

- 5 239 Listen. Then practise the dialogue with a partner.

Reporter Can you tell the listeners what you're doing?

Francesca Yes, I'm joining in a march through the town centre.

Reporter Why are you campaigning?

Francesca Our local cinema is going to close next month.

Reporter Can you explain how you feel about that?

Francesca I think it's unacceptable. If it closes, there won't be anything for teenagers to do here.

Reporter What are you hoping to achieve?

Francesca I hope the company will realize how we feel and that it won't close the cinema.

- 6 **ACTIVATE** Prepare answers to the questions in blue in exercise 5. Use one of the campaigns in exercise 1 or your own ideas. Then practise your new interview with a partner. Change roles.

EXTRA LISTENING AND SPEAKING ■ Interviewing someone about a film

I can talk about and recommend films I have seen.

- 1 Match the words in the box with the films in posters A and B.

love story science fiction film vampire
alien romantic good special effects

- 2 3.09 Listen to two interviews and check your answers to exercise 1.
- 3 3.09 Study the key phrases. Then listen to the interviews again. Answer questions 1–4 for each film.

KEY PHRASES ■ Talking about films

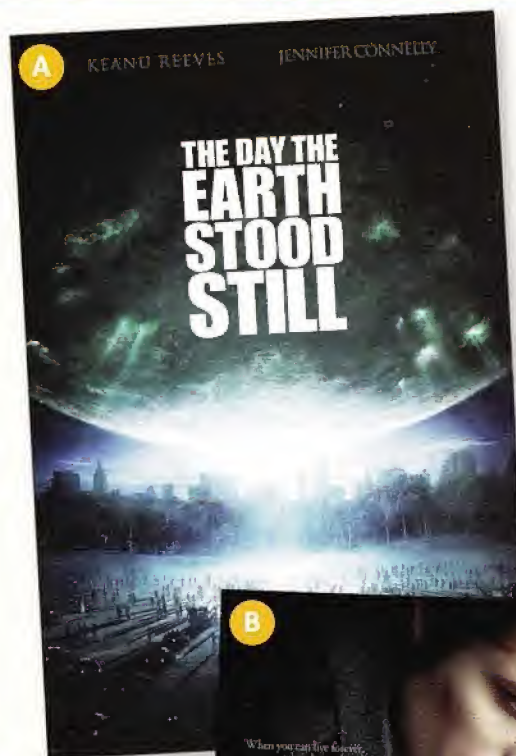
Which film have you just been to see?
Who's in it?
What did you think of ... ?
Who would you recommend it to?
I'd recommend it to ...

- 1 Who are the main actors?
2 Who are the main characters?
3 What did the viewer think of it?
4 Who would the viewer recommend it to?
- 4 3.10 Listen to the sentences and number them in the order you hear them.
- a I watch it. ____ e I recommend it. ____
b I'll watch it. ____ f I'll recommend it. ____
c I've watched it. ____ g I've recommended it. ____
d I'd watch it. ____ h I'd recommend it. ____

- 5 3.11 Look at poster C. Then listen and practise the dialogue.

Interviewer Which film have you just been to see?
Denise *Mamma Mia!* It's a *musical*.
Interviewer OK, and who's in it?
Denise *Meryl Streep* is one of the main actors. *She* plays a character called *Donna*.
Interviewer What did you think of the film?
Denise The *music* was *good*, but the *plot* wasn't *very believable*.
Interviewer Who would you recommend it to?
Denise I'd recommend it to *people who like Abba songs!*

- 6 **ACTIVATE** Change the words in *blue* in exercise 5 using information about a film that you know. Then practise your new dialogue with a partner.



EXTRA LISTENING AND SPEAKING ■ Discussing a picture

8

I can talk about a picture.

- 1 Match the words in the box with the definitions.

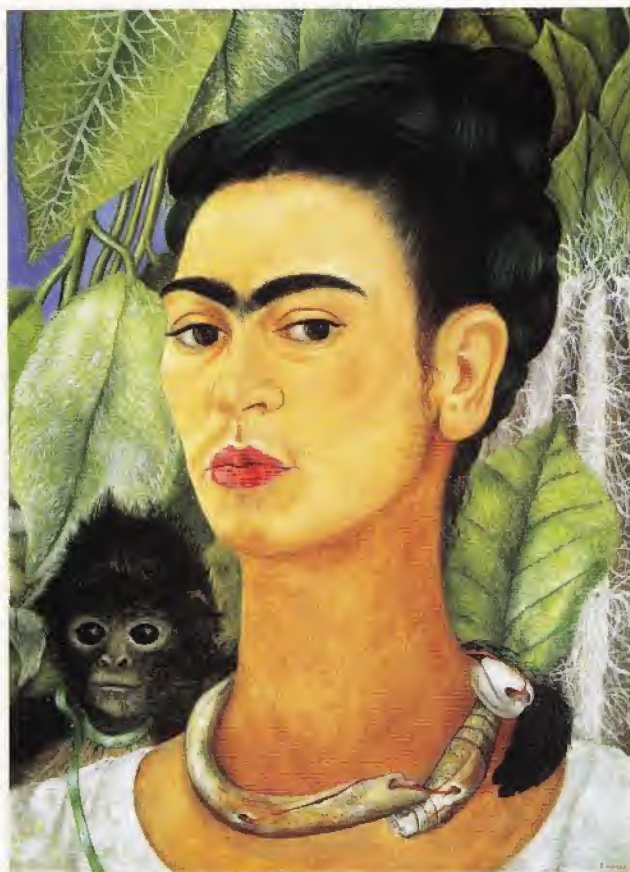
beautiful portrait strange colourful
traditional landscape original gallery

- 1 a picture of the countryside
2 with a lot of colour
3 quite different from other things
4 a picture of a person
5 a place where paintings are exhibited
6 unusual and surprising
7 very lovely
8 not very modern
- 2  3.23 Listen to Rachel and Lewis. Which words in exercise 1 do you hear? Who says them?
- 3  3.23 Study the key phrases. Then listen again and answer the questions.

KEY PHRASES ■ Talking about a picture

What's it a picture of?
Who was it painted by?
Can you see the ... ?
... at the top / bottom ...
... on the right / left ...

- 1 Why is Rachel buying a present?
a It's her birthday.
b Her aunt has moved house.
c It's her aunt's birthday.
- 2 Who is the woman in the painting?
a The artist, Frida Kahlo.
b The artist's aunt.
c A friend of the artist.
- 3 Which part of the picture does Rachel like the colour of?
a the leaves
b the sky
c the monkey
- 4 Why doesn't Lewis like the picture?
a It isn't original.
b It's sad.
c It's happy.
- 5 What type of art does Rachel's aunt like?
a unusual
b pretty
c traditional



Self-Portrait with Monkey

- 4  3.24 Listen. Then practise the dialogue. Find the picture in unit 8 that Rachel and Lewis are discussing.
- Rachel What's it a picture of?
Lewis It's a picture of a beach with some strange watches on it.
- Rachel Who was it painted by?
Lewis It says here it was painted by Salvador Dalí.
- Rachel Can you see the cliffs on the right?
Lewis Oh, yes.
- Rachel Well, I really like that and I also like the yellow of the horizon in the background. What about you?
Lewis I'm not sure. I think it's a bit depressing.
- 5 **ACTIVATE** Find another picture in unit 8 to discuss. Change the words in blue in exercise 4. Then practise your new dialogue with a partner.


CURRICULUM EXTRA ■ Technology: Television

I can talk about television technology in my country.

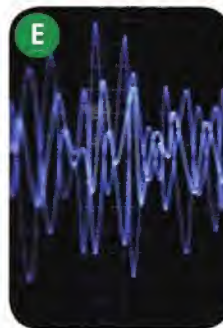
1

- 1 Check the meaning of the words in the box. Then match them with photos A–F.

radio waves aerial binary code
satellite dish decoder interference

- 2  1.18 Read and listen to the text. Are words and phrases 1–6 connected with analogue TV (A) or digital TV (D)?

- 1 not many channels
- 2 not much interference
- 3 decoder
- 4 worse picture quality
- 5 radio waves
- 6 clear images



Broadcasting for the future



When television first started, the system of broadcasting was analogue. This meant that a TV aerial received radio waves from the TV companies. These transformed into sound and images on the TV screen. At the time, the system was revolutionary, but it wasn't perfect. It couldn't transmit many channels and the quality of the pictures was sometimes poor because of interference. For a long time there was only analogue TV, but at the end of the 1990s, digital television arrived.

Digital TV doesn't use radio waves. Instead, it converts sound and images into binary code. This is a computer language which only consists of zeros and ones and broadcasters can use it to send a lot of information very quickly. This digital information arrives at a TV via an aerial, a cable, a satellite dish, or broadband. Then a decoder converts the information back to sound and images. Decoders are either inside a TV or computer, or in a separate box which is connected to it.

Digital broadcasting is much better than the analogue system. There are a lot more channels because the TV companies can transmit much more information. The quality of the images and sound is much higher because there is less interference. Picture quality is even better on a high definition TV (an HDTV) than on a standard TV, so viewers can enjoy cinema-quality pictures in their own home.

- 3 Read the text again and answer the questions.

- 1 What type of broadcasting uses radio waves?
- 2 What problems were there with this system?
- 3 What is binary code?
- 4 How can TVs receive digital information? Name four routes.
- 5 Does a decoder have to be inside a TV? Explain your answer.
- 6 What's the difference between an HDTV and a standard TV?

- 4 Read the activities in 1–3. Compare the technology that was available in the past with the technology that is available now.

watching films at home

In the past, people watched films at home on video cassettes. After that, people mainly used DVDs.

These days, people often watch films online.

- 1 listening to music
- 2 communicating with friends
- 3 photography


- 5 **ACTIVATE** Answer the questions.

- 1 What type of TV is most common in your country, digital or analogue?
- 2 Where can you receive cable TV? What are the advantages of it?
- 3 What technology has your home got for receiving TV?
- 4 Which are more common in your area, aerials or satellite dishes?

I can write about an environmental problem.

1 Check the meaning of the words in the box. Then complete the text.

save environment community facilities solutions recycle

2  1.35 Read and listen to the text. Check your answers in exercise 1.

In 1992, the leaders of more than 100 countries met at the Earth Summit, a United Nations conference in Rio de Janeiro. They discussed issues which affect the ¹____, such as pollution and climate change, and talked about possible ²____ to these problems. At this conference, they adopted a global strategy for 'sustainable development'.

This means economic and social development which doesn't destroy the environment. One of the most important parts of their strategy is now called 'Local Agenda 21'.

The idea behind Local Agenda 21 (21 refers to the 21st century) is that if a lot of people do small things locally, then they can have a big impact nationally and an even bigger impact globally. For example, if one person decides to take the bus to work rather than drive a car, or always ³____ their rubbish, it only makes a very small difference. However, if millions of people across the world do the same, the impact is huge. It's easy for every individual to do something small every day – at home, at school, or at work.

Local Agenda 21 encourages a collective responsibility towards the environment. For it to be effective, everyone in a ⁴____ needs to work together. Local councils need to provide good ⁵____, such as recycling and public transport, and people need to use them. If everyone plays their part in a small way, they can both improve their local area and help to ⁶____ the global environment.

3 Read the text again and write *true* or *false*. Correct the false sentences.

- 21 people met at the Earth Summit.
- Sustainable development means environmentally friendly development.
- Using public transport is better for the environment than driving.
- It's difficult to contribute to Local Agenda 21.
- Local Agenda 21 can only be successful if a lot of people help.
- People don't need the help of local councils.

4 Think about things at your school which have a negative impact on the environment. What could you do to improve these things? Make a list of problems and solutions.

Problems

A lot of students come to school by car. The cars pollute the air outside the school.

Solutions


Find out which students live near each other. Encourage them to come to school together in the same car.

5 **ACTIVATE** Write a letter to your school magazine about one of the problems you listed in exercise 4. Include:

- what the problem is
- why it is a problem
- what people / the school can do
- why this will help

- 1 Check the meaning of the words in the box. Then complete the text below.

content use go live double-check
update

- 2  1.47 Read and listen to the text. Check your answers to exercise 1. Then match the headings 1–4 with paragraphs A–C. There is one heading that you do not need.

- 1 What is *Wikipedia*?
- 2 Wiki – a free online encyclopedia
- 3 *Wikipedia* – advantages and disadvantages
- 4 What is a wiki?

- 3 Read the text again and answer the questions.

- 1 What's the origin of the word 'wiki'?
- 2 What's internet vandalism?
- 3 How was *Nupedia* different from *Wikipedia*?
- 4 What happened in 2001?
- 5 What advantages has *Wikipedia* got compared to a printed encyclopedia?
- 6 Why can the information on *Wikipedia* sometimes be inaccurate?

- 4 **ACTIVATE** Follow the instructions and create your own wiki.

- 1 Think of four interesting facts about one of the topics in the box. Then write a short text (wiki) about the topic.

your school an online game a celebrity
a social networking site the internet
a TV programme

- 2 Exchange your wiki with a partner.
- 3 Read the wiki and make two changes. Remember you can add, delete, or edit facts.
- 4 Exchange your wikis again. Read your wiki and check that the language is correct.



An ever-changing document

A ____

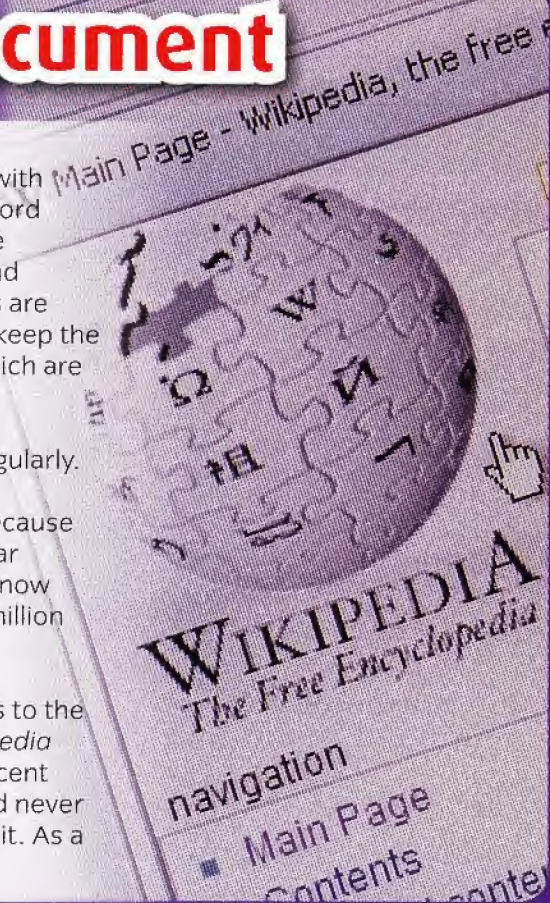
A wiki is a web page that anyone can create on the internet with simple software. The word 'wiki' comes from the Hawaiian word for 'quick'. As soon as you've written a wiki, it can ¹____ on the web. Anyone who reads a wiki can click on 'Edit this page' and then add, delete, or edit any of its ²____. This means that wikis are continually changing. Most of the changes are necessary to keep the information up to date, but internet vandalism – changes which are wrong or offensive – can be a problem.

B ____

Wikipedia is familiar to most people who ³____ the internet regularly. *Wikipedia* started in 2000 as part of *Nupedia*, a free, online encyclopedia written by experts. *Wikipedia* was different, because ordinary people wrote its content. It was immediately popular and became an independent website in 2001. *Wikipedia* has now got articles in over 250 languages, including more than 2.5 million articles in English alone.

C ____

Wikipedia is growing bigger every day and there are no limits to the topics it covers. Because people ⁴____ wikis all the time, *Wikipedia* contains information about the very latest things, such as recent news events or advances in technology. However, you should never forget that *Wikipedia* is a wiki and anyone can write and edit it. As a result, you should always ⁵____ facts before using them.



I can talk about newspapers in my country.

- 1 Check the meaning of the words in **blue**. Then look at the newspapers in the photos. What do you think is in each newspaper? Match phrases 1–10 with photos A and B.

- 1 an **interview** with a pop star
- 2 **articles** about the economy
- 3 funny **headlines**
- 4 **horoscopes**
- 5 **complex** vocabulary
- 6 a **review** of an opera
- 7 an **obituary**
- 8 **colloquial** language
- 9 a **crossword**
- 10 celebrity **gossip**



- 2 2.14 Read and listen to the text. Check your answers in exercise 1.

- 3 Read the text again and write *true*, *false*, or *don't know*.
- 1 Newspapers aren't popular any more.
 - 2 People buy more sensationalist papers than quality papers.
 - 3 It's more common to find articles about pop stars' lives in sensationalist papers.
 - 4 The language is very similar in both types of newspaper.
 - 5 The same story can appear in both types of newspaper.
 - 6 Quality newspapers don't contain articles about sport.

- 4 Answer the questions.

- 1 Do you read newspapers?
- 2 Which papers do you or people you know read?
- 3 How often do you or members of your family buy a newspaper?
- 4 Why do / don't you read a newspaper?

Read all about it!

These days, it's very easy to find out what's happening in the world. You can read or listen to the latest national and international news stories on your digital TV, laptop, or mobile phone. However, a lot of people still prefer to get the news in a more traditional way, by reading a newspaper. In some countries, there are two distinct types of daily national newspaper – 'quality' papers and 'sensationalist' papers. Both types inform and entertain, but they use different techniques to do this.

Quality newspapers

These are more serious than sensationalist papers, both in their design and their content. They concentrate on more serious news topics, such as politics, economics and international news. They use a formal style of language with longer sentences and technical vocabulary. As well as news, they often contain arts and culture reviews.

Sensationalist newspapers

These concentrate on human interest stories and celebrity gossip. They often show large or controversial photos of celebrities. They use shorter words and sentences, with colloquial words and expressions. Their headlines are large and sometimes funny. They usually contain features such as interviews, horoscopes and problem pages.


Both types of newspaper share some characteristics. For example, most newspapers – quality or sensationalist – contain articles about sport, weather forecasts, crosswords and TV guides. When there's an important event such as an election or a natural disaster, it's usually on the front page of all newspapers.

- 5 **ACTIVATE** Write a list of newspapers in your country and answer the questions.

- 1 What type are they: quality, sensationalist, or neither?
- 2 Which of the features in exercise 1 can you find in these newspapers?
- 3 Which newspaper do you like / dislike? Explain your answers.

- 1 Read the text. Match the headings a–e with paragraphs 1–5.

- a Disruptive classes
- b Cruel behaviour
- c Prevention is better than cure
- d A miniature community
- e Punishments

- 2  2.27 Listen to the text and check your answers in exercise 1.



A nice place to learn?

1 ____

A school is like a small community. A local community should be a happy and safe place to live, and a school community should be a happy and safe place to learn. But like any community, sometimes there are problems.

2 ____

One of the most common problems at school is a lack of discipline in the classroom, for example, students chatting, using their mobile phones and generally not doing what the teacher wants. This type of behaviour disrupts the class and disturbs the teacher and the other students in the class who want to learn.

3 ____

Another common problem in schools is bullying. Bullying can be physical, verbal, or emotional. It can take the form of intimidation, insults, spreading rumours, or violence. These days, more girls are involved

than boys, both as bullies and victims. Teachers may also be victims.

4 ____

When students break the rules, the school should have appropriate strategies to deal with the problem. Teachers can move students to a different place in the classroom to stop disruptions, or send students out of the lesson. For more serious problems, teachers can give detention and in extreme cases head teachers can suspend or expel students.

5 ____

The best solution, of course, is to prevent antisocial behaviour before it happens. In some countries, students have citizenship lessons where they learn about their rights and responsibilities. Some schools also have a system of rewards for students so that they've got a positive incentive to behave well.

- 3 Read the text again and answer the questions.

- 1 Is 'a community' a good way to describe a school? Why / Why not?
- 2 Who suffers when someone causes problems in class?
- 3 Does bullying always involve violence? Explain your answer.
- 4 How can teachers discipline students who disrupt a lesson?
- 5 What punishments can schools use for more serious problems?
- 6 In which subject do students learn about appropriate behaviour?


- 4 **ACTIVATE** Read the list and write *true* or *false*. Then think of more rights and responsibilities which are appropriate for your school.

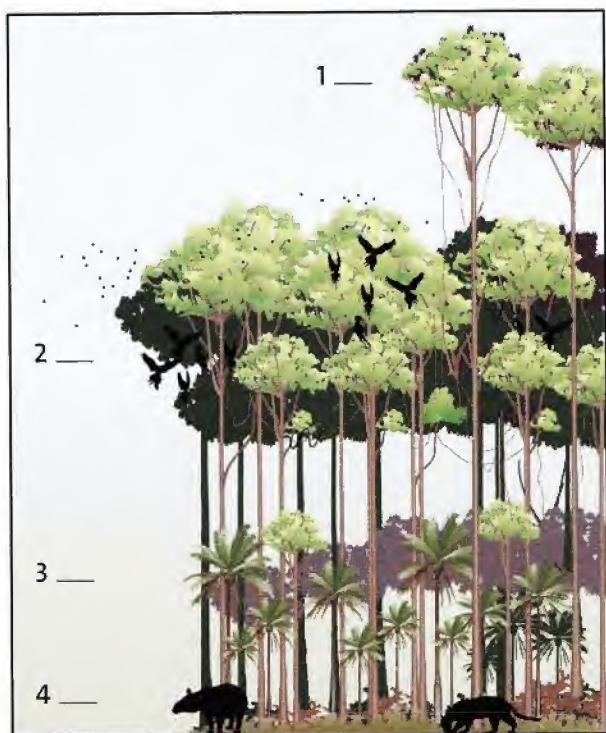
Your rights and responsibilities in the classroom:

- To listen when the teacher is talking
- To try your best
- To send a text message when necessary
- To be polite
- To talk whenever you want
- To respect each other
- To have fun
- To cooperate
- To learn in a safe environment
- To distract others

- 1 Check the meaning of the words in the box. Then complete the text.

wildlife mammals layers natural
vegetation shrubs

- 2  2.40 Read and listen to the text. Check your answers in exercise 1.
- 3 Read paragraph 2 again. Label the diagram 1–4.



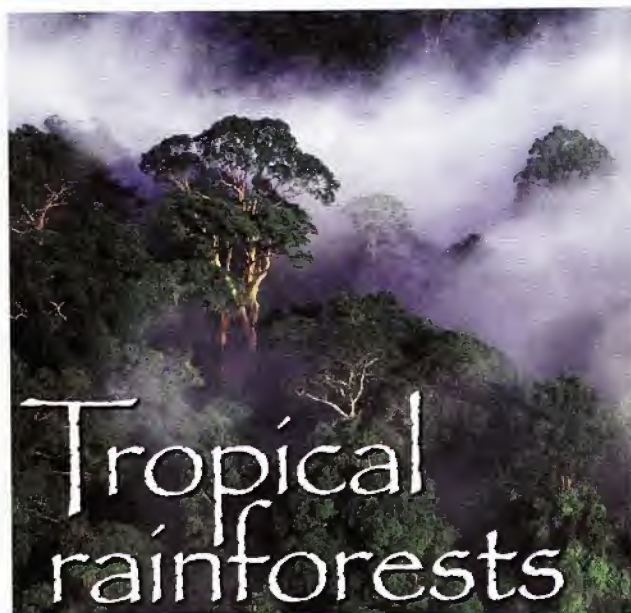
- 4 **ACTIVATE** Write two paragraphs about coral reefs. Use the notes below.

Paragraph 1 – Facts

What they are – underwater structures, tiny living animals
Distribution – cover 0.2% world's oceans
Location – warm shallow tropical oceans
Importance – habitat for over 1 million animal species

Paragraph 2 – Endangered

Already disappeared – nearly one third of coral reefs
Causes – pollution, climate change, scuba-diving, fishing, tourist souvenirs
Solutions – protection, not touching them



Tropical rainforests are amazing places. You find them in Asia, Central and South America and parts of Africa. The temperatures there are between 25 and 30°C all year round and it rains heavily almost every day. These hot, wet conditions are ideal for plants, so the ¹___ is dense and rich, and the ²___ is incredibly diverse. More than half of the world's plant and animal species live in these forests.


There are four ³___ in a tropical rainforest. The top part is called the emergent layer. It consists of the tallest trees in the forest, which receive the most sunlight. The next section is called the canopy and a huge number of birds, insects, reptiles and ⁴___ live there. There is so much food at this level that some animals never go down to the lower parts. The third section is called the understory. It's dark and cool and consists of smaller trees and ⁵___. The lowest part is called the forest floor. It's home to larger animals, like tapirs and jaguars. Only 1% of sunlight reaches the forest floor.

We've already destroyed more than half of the world's tropical rainforests, either for wood or through farming. If we carry on like this, we might wipe them out completely in less than forty years from now. One solution is to use the forests in a sustainable way, by using their ⁶___ resources, such as fruit, nuts and medicinal plants, without destroying the trees.

I can form nouns using suffixes.

- 1 Check the meaning of the words in the box. Then look at the picture and complete the text.

thunder softly wavy fools
pointed chins

- 2  3.12 Read and listen to the text. Check your answers in exercise 1.

- 3 Read the text again and choose the correct words to complete the summary.

The Time Traveller has built a Time Machine and travelled ¹back / forward in time. He's met some people who all look ²the same / different. He thinks they are ³attractive / ugly. They seem ⁴friendly and cheerful / unfriendly and serious, but the Time Traveller is surprised. He thought that people from the ⁵future / past would be very ⁶stupid / intelligent, but they aren't.

- 4 Make nouns using the suffixes in the box. Then read the text again and check your answers.

-ation -ness -ence -ing -ment

Verbs

- 1 mean
2 move
3 converse
4 feel

Adjectives

- 5 pretty
6 intelligent
7 sad
8 different

- 5 Look at the texts on pages 96–101 and find verbs and adjectives. Then make nouns from these words using suffixes. Use a dictionary to help you. What other noun suffixes are there?

wet – wetness

The Time Machine

H. G. Wells



Looking closer at their faces, I saw some strange difference in their sweet prettiness. They all had the same ¹___ hair and this came to a sharp end at the neck and below the ears. There was none growing on their faces and their ears were very small. Their little ²___ came to a point and their eyes were large and gentle.

Because they didn't try to speak to me, but simply stood smiling and speaking ³___ to each other, I began the conversation. I pointed to the Time Machine and to myself. Then, after thinking for a moment how to describe time, I ⁴___ to the sun. At once, a pretty little figure dressed in purple and white did the same and then made the sound of ⁵___.

For a moment I was very surprised, though the meaning of his movement was clear enough. The question had come into my mind suddenly: were these people ⁶___? I had always expected that people living about 800,000 years in the future would have much greater knowledge than us in science, art – everything.

But one of them had asked me a very simple question, which showed him to be on the level of intelligence of one of our five-year-old children. He had asked me, in fact, if I had come from the sun in a thunderstorm!

A feeling of sadness came into my mind. For a moment, I felt that I had built the Time Machine for no reason at all.


- 6 **ACTIVATE** Complete the sentences with a noun. Use suffixes from exercise 4. Which suffixes do you use to form nouns in your language? Give examples.

- The ending spoiled my ___ of the book. (enjoy)
- She felt a strange ___ as she walked into the empty house. (sense)
- People had a difficult ___ during the war. (exist)
- I could sense her ___. (happy)
- I'd like to see a horror film. Have you got any ___? (recommend)

I can describe an art movement.


- 1 Check the meaning of the words in the box. Which words would you use to describe which paintings?

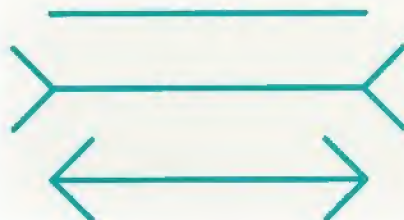
bright bold colours drips of paint
a comic strip representative of real life
a brand name


- 2  3.25 Read and listen to the text. Which art movements are the words in exercise 1 from?

- 3 Read the text again. Write AE (Abstract Expressionism), PA (Pop Art) or N (Neither) for sentences 1–6.

- 1 It became popular during the Second World War.
- 2 It started in Europe.
- 3 Common objects appeared in the pictures.
- 4 The painting process itself was extremely important to the artists.
- 5 The artists were all the same nationality.
- 6 Famous people were sometimes portrayed.

- 4  3.26 Look at the lines below and listen to part of an art lesson. Which line do the students think is the longest?

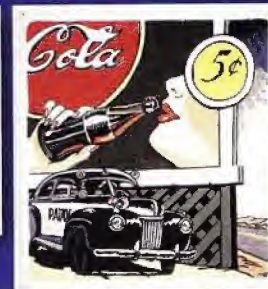
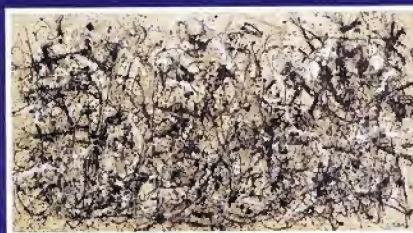


- 5  3.26 Listen again and choose the correct words.
- 1 Op Art means Pop Art / Optical Art.
 - 2 Our brain makes us think that the middle / bottom line is the longest.
 - 3 In fact, the lines are all different lengths / the same length.
 - 4 Op artists didn't like / copied the art of the abstract expressionists.

- 6 **ACTIVATE** Write about the art movement Minimalism. Use the information in the box and your own ideas.

American popular 1950s – 70s
extremely simple shapes no emotions
primary colours

20th century art



Abstract Expressionism

Abstract Expressionism is an art movement which became popular in the USA after World War II, from the mid 1940s to the end of the 1950s. The artists of this movement were also known as 'The New York School'. However, not all of them were American. Some were forced to move to the USA from Europe because of the war.

Abstract Expressionism was more of an attitude than a particular style. The characteristics of the paint itself and the act of painting were very important to its artists. Typically, broad brushes were used, and the paint was sometimes dripped or thrown onto a large canvas. The artists enjoyed this freedom of expression, and they depicted emotions in their paintings rather than actual objects.

Pop Art


Popular Art, or Pop Art, originated in Britain in the mid 1950s and became popular in the USA in the 1960s. It started as a reaction to Abstract Expressionism, which was considered too profound and pretentious by some people. 'Pop artists' believed art should be simpler and more representative of real life. They wanted art to be more accessible to ordinary people.

Pop Art celebrated post-war materialism and consumerism. The images often depicted everyday objects, brand names and packaging, such as tubes of toothpaste or boxes of cereals. Celebrities, the media, or comic strips also appeared. Bright, bold colours were used, and the pieces of art often contained the same image, repeated in different colours.

CULTURE ■ Television in the USA

I can make a survey about TV viewing habits.

1

- 1  1.19 Complete the text with the numbers in the box. Then read, listen and check your answers.

8,000 9% 20,000 90 million
19% 66% 20 million

- 2 Read the text again and answer the questions.

- 1 What do you know about half of all homes in the USA?
- 2 How long does the average American watch TV for every day?
- 3 Which programme always has the biggest TV audience?
- 4 What's special about the adverts during the Super Bowl?
- 5 What do people do during 'Mental Detox Week'?
- 6 What does a 'TV-B-Gone' do?

- 3 **YOUR CULTURE** Answer the questions.

- 1 Have you or your friends got a TV in your bedroom?
- 2 How many hours a day do you watch TV? Do you think that is more or less than the average person in your country?
- 3 Which types of TV programme are popular in your country?
- 4 Do you watch any American TV programmes? Which ones?
- 5 Does TV cause any problems in your country? What problems?

- 4 **TASK** Work in groups. Write a survey of TV viewing habits in your class.

- 1 Work in pairs and prepare a questionnaire.
- 2 Look at the text for ideas.
- 3 Ask other students your questions and make notes.
- 4 Use your results to write a report.

A national obsession



Some Americans watch a lot of television. There are more TVs than people in the typical American home today – only ¹___ of homes have just one TV and half of all homes have three or more. 50% of children between the ages of six and seventeen have got a TV in their bedroom. The average person watches TV for about four and a half hours a day and ²___ of people regularly watch TV while they're having dinner. In fact, on average, Americans spend about ³___ of their entire life watching TV!

The most popular types of TV programme in the USA are drama series, like *CSI* and talent shows, like *American Idol*. However, every year around ⁴___ viewers also watch the Super Bowl, the most important American Football game of the year. This has the biggest TV audience of any show.

Some companies spend a lot of money making creative and unusual adverts specially for the Super Bowl, because they know that so many people will see them. Speaking of adverts, the average American child watches over ⁵___ adverts a year!

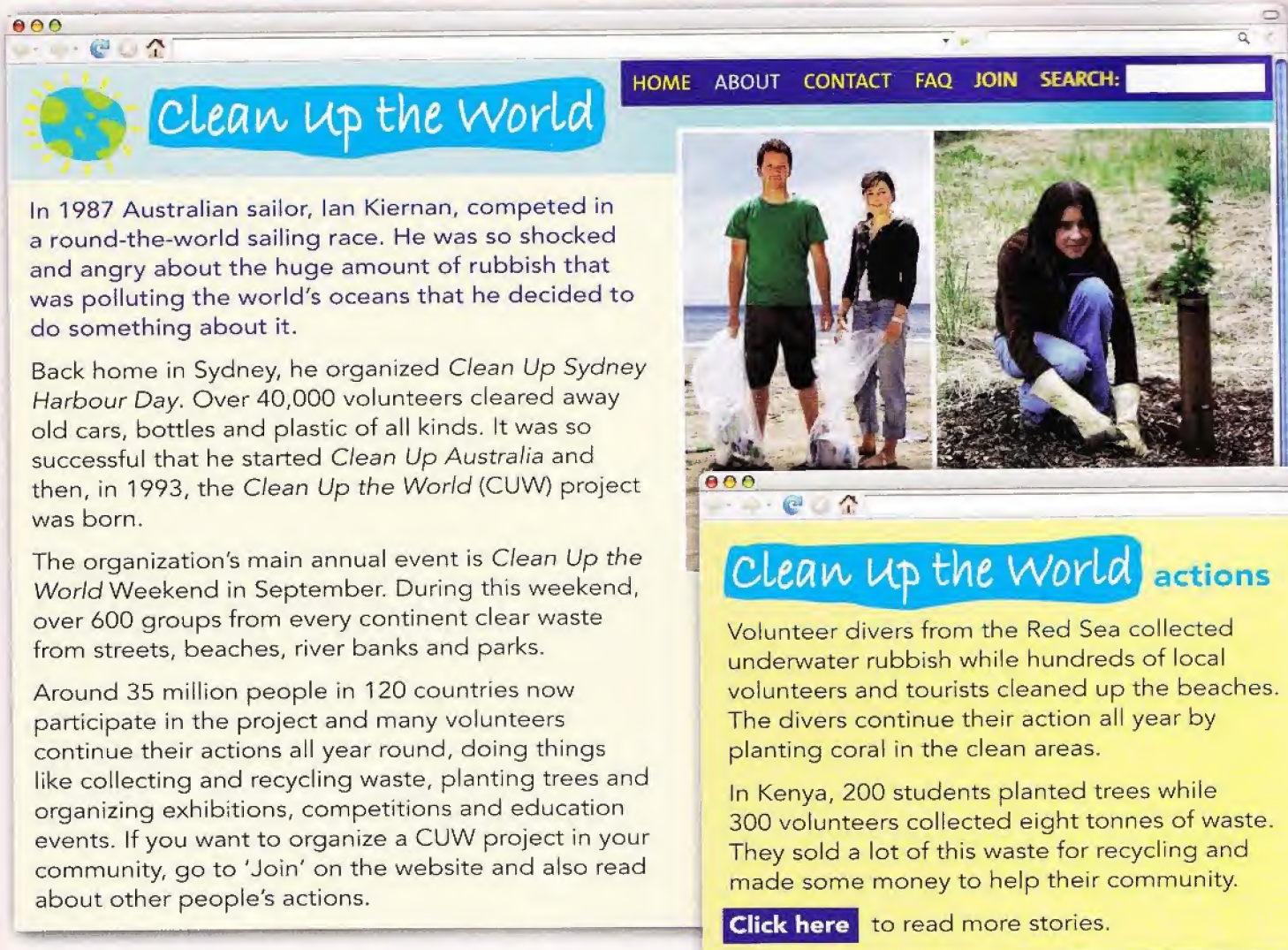
All this TV can have negative results. Americans see a lot of violence on their TV screens – the average child sees over ⁶___ murders on TV before they even go to secondary school. One organization, the Center for Screen-Time Awareness, is trying to change this. Every year, it encourages people to switch off their TVs for a whole week. This is called 'Mental Detox Week'. Some people even use a universal remote control called a 'TV-B-Gone' to switch off televisions in public places. Mental Detox Week is becoming more and more popular every year – in 2008, ⁷___ Americans took part.



CULTURE ■ Clean Up the World

I can plan an environmental event for where I live.

2



Clean up the World

In 1987 Australian sailor, Ian Kiernan, competed in a round-the-world sailing race. He was so shocked and angry about the huge amount of rubbish that was polluting the world's oceans that he decided to do something about it.

Back home in Sydney, he organized *Clean Up Sydney Harbour Day*. Over 40,000 volunteers cleared away old cars, bottles and plastic of all kinds. It was so successful that he started *Clean Up Australia* and then, in 1993, the *Clean Up the World* (CUW) project was born.

The organization's main annual event is *Clean Up the World Weekend* in September. During this weekend, over 600 groups from every continent clear waste from streets, beaches, river banks and parks.


Around 35 million people in 120 countries now participate in the project and many volunteers continue their actions all year round, doing things like collecting and recycling waste, planting trees and organizing exhibitions, competitions and education events. If you want to organize a CUW project in your community, go to 'Join' on the website and also read about other people's actions.

Clean up the World actions

Volunteer divers from the Red Sea collected underwater rubbish while hundreds of local volunteers and tourists cleaned up the beaches. The divers continue their action all year by planting coral in the clean areas.

In Kenya, 200 students planted trees while 300 volunteers collected eight tonnes of waste. They sold a lot of this waste for recycling and made some money to help their community.

[Click here](#) to read more stories.

1  1.36 Look at the photos and answer the questions. Then read, listen and check your answers.

- 1 Who do you think the people are?
- 2 What are they doing?
- 3 Why do you think they are doing it?

2 Read the text again and answer the questions.

- 1 What shocked Ian Kiernan?
- 2 What was the first event that Kiernan organized?
- 3 When did Kiernan start *Clean Up the World*?
- 4 When does CUW Weekend take place?
- 5 What do the Red Sea divers do all year round?
- 6 What did Kenyan volunteers do with the rubbish they collected?

3 **YOUR CULTURE** Answer the questions.

- 1 What environmental organizations are there in your country?
- 2 What are their activities?
- 3 How do they raise money for their actions?
- 4 Have you ever taken part in an event to protect the environment? What did you do?
- 5 Would you take part in CUW Weekend? Why / Why not?

4 **TASK** Plan an event for a *Clean Up the World* Weekend in your area.

- 1 Work in groups of three or four and choose an activity. Look at the ideas in the text and use your own ideas.
- 2 Decide what you want to achieve.
- 3 Plan your event. Think about:

the time getting volunteers the place
getting media interest

- 4 Prepare a poster for your event.

CULTURE ■ Social networks around the world

I can do a survey on social networking.

3



- 1 1.48 Look at the social networks in the photos. Answer the questions for each site. Then read, listen and check your answers.

- 1 What can you do on these social networks?
- 2 Who do you think use them: teenagers, adults, or both?
- 3 Which social network do you think has the most users?

- 2 Read the text again and answer the questions.

- 1 When and where did social networking start?
- 2 What type of people use *LinkedIn*?
- 3 In which European countries is *Facebook* not the number one site?
- 4 What is the profile of the average *Facebook* user?
- 5 Which age group is more likely to use *Bebo* and *MySpace*?
- 6 Which site has not increased the number of its users?

- 3 **YOUR CULTURE** Answer the questions.

- 1 Which social networking sites have you used / not used? Why / Why not?
- 2 What are the most popular social networks in your country?
- 3 What kind of information do people exchange on social networks?
- 4 Why do you think that social networking is popular?
- 5 What do you think are the dangers of social network sites?

- 4 **TASK** Make a survey on the social networks your friends use.

- 1 Work in pairs and prepare a short questionnaire. Use the ideas in the box and your own ideas.

networks they know how often
networks they use favourites
what they do

- 2 Interview other people and make notes of their answers.
- 3 Present your information in a bar graph and write a short summary of the results.



Social networks appeared in the USA in the late 1990s with sites like *sixdegrees* and *Classmates* and with the arrival of *Friendster* in 2002, social networking really took off. A year later, the more serious *LinkedIn* arrived on the scene and immediately became popular with business people and this is still true today.

However, it wasn't until the creation of *MySpace* in 2003, followed by *Facebook* in 2004, that social networking became enormous on every continent. *Facebook*'s growth has been incredible and it has taken over as the world leader everywhere except in the USA, where *MySpace* is still number one. More recently, the microblogging site *Twitter* started in the USA in 2006 and its growth has also been amazing.

Who uses these networks and what are the national differences? With 400 million users worldwide, *Facebook* has become the leader in most countries. In Europe, it is the number one network in every country, except Germany and Russia. In Italy, for instance, it grew from an unknown site to number one in only one year, pushing *MySpace* into second place!


The overall statistics don't show the whole picture because different networks appeal to different types of people. In the UK, for instance, although *Facebook* is number one, teenagers prefer *Bebo*. Research has shown that the average *Facebook* user is older and richer and more likely to be married than users of *MySpace* and *Bebo*, who are younger and more interested in having fun. *Twitter* users are also older and more interested in news, politics and sports.

Nobody really knows what the future of these networks is. One interesting thing is that the number of *Twitter* users has stopped growing, so maybe people are ready to move onto something new?

CULTURE ■ Teenage magazines

I can design a magazine.

4

- 1  2.15 Look at the magazines in the photos. Answer the questions for each magazine. Then read, listen and check your answers.
 - 1 What do you think it's about?
 - 2 Who do you think reads it: girls, boys, or both?
 - 3 Would you like to read it?
- 2 Read the text again and answer the questions.
 - 1 Which free gifts does Isabel mention?
 - 2 What's good about the fashion photos in *Shout*?
 - 3 What type of magazines does Robbie mention?
 - 4 Who does Robbie think *F1 Racing* appeals to?
 - 5 When did Anna start reading *Top of the Pops*?
 - 6 In what ways is the online magazine different?



Which magazines do you like reading?

If you go into a newsagent's in the UK, you'll see a lot of magazines for teenagers. Most of them look quite similar – they've got photos of pop or TV stars on the cover and it's clear if they're for girls, boys, or both. Here, three teenagers tell us which are their favourite magazines and why.

I've just bought my favourite magazine, *Shout*. It's really good value because there's usually a free gift with it, like some make-up or jewellery. I love the fashion features about the latest styles. They're cool because they show normal girls in normal clothes, not really good-looking models in expensive designer clothes. There are also real-life stories and people's most embarrassing moments!

Isabel, 15

I don't think there are many magazines for teenage boys, except for a couple of football magazines. My friend Josh buys a magazine about fitness and my brother buys one about computers, but they're more for adults than teenagers, I think. I love Formula 1, and I buy *F1 Racing* every month. I think it appeals to adults and teenagers – my dad always wants to read my copy! This month, there's an article about Lewis Hamilton, and some photos from this season's championship.

Robbie, 14

My brother and I have read *Top of the Pops* for about a year now. I love it because it's got album reviews, concert dates, interviews with pop stars and a lot of other things about music. There's loads of celebrity gossip in it, too, and things like personality quizzes and horoscopes. There's an online version of the magazine and I've just subscribed to it. It's cheaper than the paper version and you can watch pop videos and listen to audio clips from interviews with celebrities.

Anna, 15

3 YOUR CULTURE Answer the questions.

- 1 Do you often buy magazines? Why / Why not?
- 2 What type of things do you enjoy reading about in a magazine?
- 3 Do teenagers usually buy magazines in your country?
- 4 Which teenage magazines are there in your country?
- 5 Are there online versions of magazines that you read in your country?


4 TASK Design your ideal magazine.

- 1 Work in groups of three or four and decide what type of magazine you are going to design.
- 2 List the features you want to put in the magazine. Look at the features in the text and use your own ideas.
- 3 Write a few articles for your magazine.
- 4 Write the contents page.
- 5 Present your magazine to the class.

CULTURE ■ Studying abroad

I can design a brochure about my school.

5

- 1  2.28 Look at the photos. Can you guess the country? Then read, listen and check your answer.

THE EXPERIENCE OF A LIFETIME

Spending a year in a foreign country has always been popular with university students, but now more secondary school students are also studying abroad and one of the most popular destinations is New Zealand. We asked two teenagers why they chose New Zealand.

I spent last year at a co-educational state secondary school in Christchurch. I chose New Zealand because it is a beautiful and safe country and people speak English. I wasn't disappointed.

There were 1,400 students, including 50 foreigners, at my school. I was a bit homesick at first because my English wasn't brilliant, but I soon made a lot of friends and got used to the lifestyle. It's less stressful than here in Germany and people are more relaxed. The teachers were caring and my host family was really kind. Outdoor sports are big in New Zealand and I discovered a lot of new interests: sailing, mountaineering and ... yes, rugby! You can't find better than New Zealand for a year abroad. It was the best decision I've ever made!

Dieter, 15, Germany

When I told my parents that I wanted to study abroad, they said OK, but it has to be a safe country with high educational standards. New Zealand was the obvious choice and now I don't want to go home to California! I go to a girls' state school in Auckland which has film studies as a special option. Since *The Lord of the Rings*, New Zealand's film industry has become world famous, which is why I want to study at university here, too. But what I've enjoyed most are the free-thinking people and the stimulating discussions – I'm going to miss it.

Zoe, 14, USA



- 2 Read the text again and answer the questions.

- 1 Where do the students come from?
- 2 Which student hasn't left New Zealand yet?
- 3 Which student goes to a single-sex school?
- 4 Why did Dieter choose New Zealand?
- 5 How is the lifestyle different from Dieter's home country?
- 6 Why did Zoe choose New Zealand?
- 7 What is Zoe going to miss most?

- 3 **YOUR CULTURE** Answer the questions.

- 1 Would you like to study abroad? Why / Why not?
- 2 What country would you choose? Why?
- 3 Do university and secondary school students from your country study abroad?
- 4 What are popular destinations? Why?
- 5 Do foreign students study in schools and universities in your country?

- 4 **TASK** Design a brochure about your school to attract foreign students.

- 1 Work in groups of three or four and list positive things about your region, town and school.
- 2 What special activities are there at your school or in your town?
- 3 Where could the students live?
- 4 Choose photos to illustrate your brochure.
- 5 Present your brochure to the rest of the class.

CULTURE ■ Charities: Comic Relief

I can plan and present a funny competition or a game to raise money for charity.



Every two years on a Friday in March, you'll see a lot of strange things in streets, shops, offices and schools all over the UK. People might wear something unusual, some might have a crazy hairstyle and others might do surprising things, like sit in a bath of baked beans for an hour. Some might simply wear a big, red nose. If you see anyone like this, you can donate some money. That's because it's *Red Nose Day* and these people want to 'do something funny for money'. Your donation will go to *Comic Relief*, the charity which organizes *Red Nose Day*.

Comic Relief started when a group of comedians decided to use comedy and humour to raise money to fight hunger, poverty, disease and injustice, both in the UK and around the world. *Red Nose Day* raises

millions of pounds each time it happens. There's a special TV programme with comedy sketches which lasts all evening and it also reports on the people and projects that the money is going to help. *Comic Relief* usually spends 60% of the money on projects in Africa and the rest in the UK.



In the years that *Red Nose Day* doesn't happen, *Comic Relief* organizes another day of raising money, called *Sport Relief*. This time, all the events are connected to sport. One of them is the *Sport Relief Mile*. Thousands of members of the public, together with sportspeople and celebrities, ask their friends and family to sponsor them to

run one, three, or six miles. If they don't want to run, they can walk – the most important thing is to finish and collect the money!

1 2.41 Look at the photos and answer the questions. Then read, listen and check your answers.

- 1 What are the people doing?
- 2 Why do you think they're doing it?

2 Read the text again and answer the questions.

- 1 How often does *Red Nose Day* take place?
- 2 Why do people do funny things on that day?
- 3 Who started *Red Nose Day*? Why?
- 4 How do TV viewers know who the money is going to help?
- 5 When does *Sport Relief* take place?
- 6 What do people do to raise money for *Sport Relief*?

3 **YOUR CULTURE** Answer the questions.


- 1 Have you ever done a sponsored event? What did you do?
- 2 Which charities are there in your country?
- 3 Who / What do they help?
- 4 How do people raise money for charity in your country?
- 5 How do celebrities help to raise money in your country?

4 **TASK** Plan a funny competition, game, or quiz to raise money for *Red Nose Day*. Present your idea to the class.

- 1 Work in groups of three or four and decide what you are going to do. Remember, your idea should be funny.
- 2 Make notes about your event. Decide:
 - what you are doing exactly
 - what the rules are
 - who can take part
 - how you intend to raise money
- 3 Present your idea to the rest of the class.
- 4 Have a class vote for the best idea.

CULTURE ■ The British film industry

I can perform a scene from a famous film.

- 1  3.13 Complete the text with the numbers in the box. Then read, listen and check your answers.

5,481 2 1936 22 41

LIGHTS, CAMERA, ACTION!



The British film industry isn't the biggest in the world. For example, Hollywood in the USA and Bollywood in India both produce more films. However, if you consider the international success of its films and the talent of its actors, it's definitely one of the best. With directors like David Yates, who worked on some of the *Harry Potter* films, and actors like Christian Bale, who played Batman in *The Dark Knight*, the British film industry has got a fantastic reputation around the world.

Pinewood Studios, near London, is the home of the British film industry, and British and international film-makers have made films there since ¹____. It's possible to film all types of scenes at *Pinewood*, as its facilities are some of the best in the world. As well as ²____ stages, it's got underwater tanks, beautiful gardens, enormous old country houses and even its own forest. *Pinewood* is home to the biggest stage in Europe, the '007 Stage', which measures ³____ m². It's been the setting for an underwater shipwreck, the Louvre museum, a chocolate river, a square in Venice and an entire fishing village.

One of the most popular series in the history of British film is the *James Bond* series. It's the longest-running series. There have been ⁴____ *Bond* films so far, starting with *Dr. No* in 1962. Daniel Craig is the sixth actor to play the world's most famous spy and *Bond*'s popularity continues. The combination of explosions, cool cars and saving the world seems to be successful; apparently more than ⁵____ billion people, or nearly one in three in the entire world, have seen a *Bond* film.

- 2 Read the text again and answer the questions.

- Which two countries in the text have got bigger film industries than Britain?
- What's Christian Bale famous for?
- What happens at *Pinewood Studios*?
- What's the biggest stage in Europe called?
- When was the first *James Bond* film?
- Why are *James Bond* films popular, according to the text?



- 3 **YOUR CULTURE** Answer the questions.

- Who are the most famous actors from your country?
- Has your country got an important film industry?
- Which films from your country have been popular around the world?
- Are the *Harry Potter* and *James Bond* films popular in your country? Why / Why not?
- Which films from other countries are popular in your country?

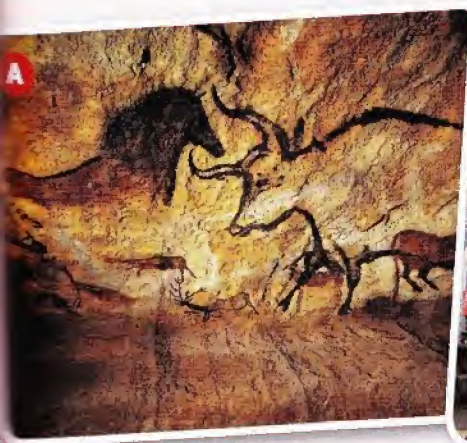
- 4 **TASK** Prepare and perform a scene from a famous film.

- Work in groups of three or four.
- Choose a film that everyone knows, for example: *Star Wars*, *Titanic*, *Avatar*, *Twilight*.
- Choose a short scene from the film to act out to the class. Decide which character each person plays.
- Write each actor's text.
- Present the scene to the class.

CULTURE ■ Graffiti artists – past and present

I can plan a mural.

8



- 1 3.27 Look at the pictures A–D and answer the questions. Then read, listen and check your answers. Which picture is not mentioned in the text?
 - 1 How old are these paintings?
 - 2 Where can you find these paintings?
 - 3 Who painted them?
 - 4 Which painting do you like best?
- 2 Read the text again and answer the questions.
 - 1 What did prehistoric artists paint?
 - 2 How are the Bradshaw paintings different from European cave art?
 - 3 What did the ancient artists paint with?
 - 4 Why was ancient rock art created?
 - 5 How is urban graffiti similar to ancient rock art?
 - 6 How is Banksy similar to ancient rock artists?

From rock art to urban graffiti

Prehistoric rock art isn't a hot topic with art historians because it isn't considered to be an art movement like Impressionism or Surrealism. But how different is this art from contemporary art forms like urban graffiti and mural paintings?

Prehistoric artists represented their world and beliefs with visual images which they carved or painted on cave walls. Some of these paintings, like the Bradshaw paintings in northern Australia, are incredibly beautiful. There are over 100,000 Bradshaw paintings and they may be nearly 50,000 years old; nobody really knows. These ancient artists used sticks, rocks and animal fur as paint brushes and natural paints to create these unique works of art. The Bradshaws are very special because, instead of showing wild animals like 30,000 year-old European cave paintings, they show humans with decorated hair and clothes. One painting of a beautiful dancer is certainly as great as any modern painting. We will never really know why these pictures were painted, but it is quite possible that the artists just wanted to create something beautiful.

The same is true for the graffiti art movement which has developed recently in the UK. Graffiti artists paint on walls and old buildings, so it isn't very different from rock art. Of course, a lot of graffiti is not art, but some of these paintings are true works of art which improve the grey urban landscape and transform dirty old walls into beautiful murals. The British street artist Banksy is the most famous graffiti artist and he uses spray paint to create amusing or shocking street pictures. These paintings represent the artist's ideas as well as improving the environment.

Like ancient rock art, modern graffiti art decorates the environment and shows the artists' world and beliefs.

- 3 **YOUR CULTURE** Answer the questions.
 - 1 What great / horrible graffiti have you seen?
 - 2 How do you feel about graffiti? Does it improve the urban landscape?
 - 3 What ancient art is there in your country?
 - 4 Who were the artists?
 - 5 How much graffiti is there in your town? Is it art?
 - 6 Look at the mural in picture D. What is special about this painting?
- 4 **TASK** You are going to plan a mural for an ugly wall or building in your town and write a letter to the council about your idea.
 - 1 Work in pairs and choose a place for your mural.
 - 2 Decide what the picture will be like.
 - 3 What will it hide or decorate?
 - 4 What will it show?
 - 5 Will it be funny / shocking / beautiful?
 - 6 How big will it be?
 - 7 Write a letter to the council presenting your idea. (Look at page 65 for a formal letter model.)
 - 8 Present your idea to the class.
 - 9 Have a class vote for the best idea.

Build your vocabulary: regular and irregular verbs

1 Find the past simple forms. Complete the table.

wrote argued had
drove cried shot
uted recorded felt
it copied though
twentieth heard knew
bought found
did became spoke
kechatted laughed
ed spent lived

Regular verbs	Irregular verbs	
argue <i>argued</i>	write <i>wrote</i>	8 have
1 chat	1 become	9 hear
2 copy	2 buy	10 hide
3 cry	3 do	11 know
4 laugh	4 drive	12 speak
5 live	5 feel	13 spend
6 record	6 find	14 think
7 shout	7 go	15 write

2 Complete the story. Use some of the past simple verbs from the table in exercise 1.

Love u 4ever

I recorded an American sitcom on TV1 last week. It was really funny. I *laughed* so much that I 'c____! It was called Love u 4ever and it was about a lazy husband and his horrible wife.

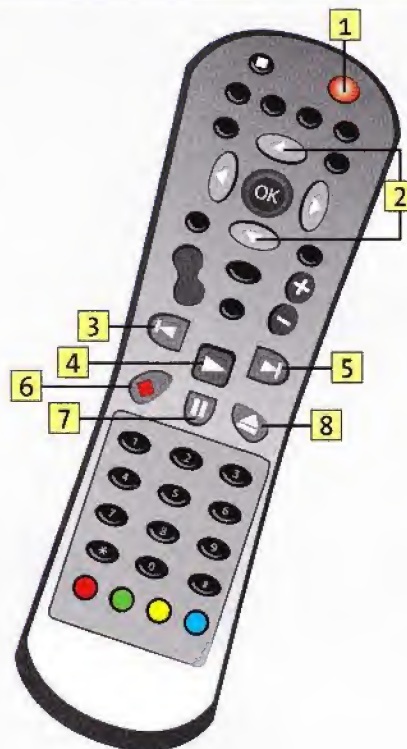
They 'a____ about everything all the time. He 's____ all day watching TV and she 's____ at him because he never went out. One day he 'd____ to the shops and he 'b____ a portable TV.

He 'w____ home and he 'h____ in the garden with the TV. The wife 'h____ the TV. When she 'o____ her husband in the garden, she 'f____ very angry.

Extend your vocabulary: TV

3 Match the verbs in the box with the buttons on the remote control.

change channel eject fast forward
pause play record rewind turn on / turn off



1 turn on / turn off

Build your vocabulary: compound nouns

1 Make seven more compound nouns with words from A and B.

A

art
shopping
water chocolate
pencil tennis
video
paper

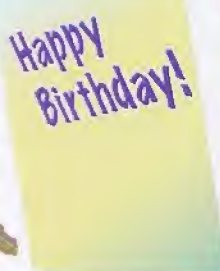
B

cake
clip bottle
case basket
camera
racket
gallery

1 art gallery

2 Label the photos. Use compound nouns.

1 bus stop



Extend your vocabulary: waste

3 Label the photos with the words in the box.

litter bin waste-paper basket bottle bank landfill tip
dustbins skip recycling centre refuse sack



bottle bank



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

Build your vocabulary: verb and noun collocations

1 Match verbs 1–6 to the nouns a–f.

- | | |
|-----------|----------------------|
| 1 make | a shopping |
| 2 score | b a band |
| 3 go | c points (in a test) |
| 4 join | d your English |
| 5 improve | e money |
| 6 spend | f friends |

2 Complete the text with the words in the box.

friends hours ~~laptop~~ points rock group
shopping English

Like most people, I turn on my *laptop* to play as well as to study. At weekends, I go to my favourite chat rooms and I chat.

Sometimes I spend ¹___ online and I often make new ²___. My mum doesn't go ³___ anymore. She buys everything online. My sister has joined a ⁴___ which she found on a webpage at her university!

When I want to improve my ⁵___, there are a lot of great websites with vocabulary games and practice exercises. I usually score more ⁶___ than my sister!

Extend your vocabulary: personal details

3 Match the words in the box with the picture.

country nickname password ~~first name(s)~~ postcode email address
surname(s) town / city address / street

1 first name (s)



Build your vocabulary: prefixes and suffixes

1 Choose the correct suffix or prefix.

healthy	unhealthy
1 peace	_____
2 friendly	_____
3 understand	_____
4 home	_____

un- -ful
-less -able un- -less
-able -ful un-

5 wonder	_____
6 happy	_____
7 child	_____
8 notice	_____

2 Add prefixes and suffixes to the words in the box. Then use the words to complete the sentences.

sense break usual life lucky end spite play drink

Why did the interviewer ask all those stupid questions? It was really *senseless*.

- That new Hollywood film was five hours long. It was ____!
- Our dog loves running for his ball. He's very ____.
- Be careful with this box. There are a lot of ____ things in it.
- I like that band's new album. It's really ____ and very different to other pop music.
- 'Do you think the tap water in this hotel is OK?' 'Yes, it's ____.'
- After the cat fell off the roof it was completely ____, but then it started moving again.
- That singer has been number two in the charts for weeks. He's never been to number one – he's very ____.
- The journalists wrote some horrible and ____ things about my favourite actor's new hair cut.

Extend your vocabulary: music

3 Match the words in the box with the photos.

keyboard recording studio amplifier bass guitar
drums microphone speakers trumpet

1 keyboard



Build your vocabulary: American English

- 1 Complete the text with the American English words in the box.

gasoline cell phone trash pants
high school freeway principal

I had a terrible day yesterday! First, I was late for *high school*. I was riding along the ¹ when my moped ran out of ². I started to walk with my moped. I didn't have my ³ with me, so I couldn't call the ⁴. After ten minutes, I found a café and I parked the moped. I decided to run because I was so late. When I was nearly there, I fell over. I was OK, but there was a lot of ⁵ in the street. My ⁶ were covered with food and dirt. It was horrible!

- 2 Read the sentences. Complete the table with the British English words in the box.

biscuit crisps film football
sweet trainers

A candy is something with a lot of sugar that you can eat.

- You fry thin slices of potatoes in oil to make chips.
- A cookie is like a small crunchy cake.
- You can watch a movie on a DVD.
- We play soccer after school.
- I'm wearing sneakers today.

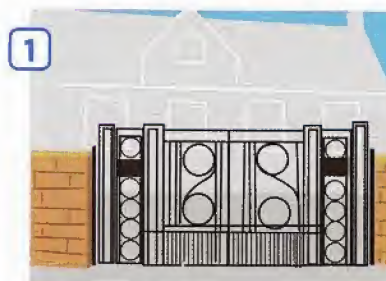
American English	British English
candy	sweet
chips	¹ _____
cookie	² _____
movie	³ _____
soccer	⁴ _____
sneakers	⁵ _____

Extend your vocabulary: school

- 3 Match the words in the box with the pictures.

assembly bike racks canteen lockers
playground school gates

1 school gates



Build your vocabulary: negative prefixes: *un-*, *im-* and *in-*

- 1 Look at the words in bold. Write new words with *un-*, *im-* or *in-*.

That woman is horrible. She's really **friendly**.
unfriendly

- 1 This map of my hometown isn't correct. It's very **accurate**. ____
- 2 They're **dependent**. They always work well on their own. ____
- 3 It isn't a good idea to have elephants in the circus. It's **moral**. ____
- 4 You don't see many white tigers in the wild. They're quite **usual**. ____
- 5 He's very **polite**. He never says thank you to people. ____
- 6 I've got a lot of things in my bedroom and it's often **tidy**. ____

- 2 Match the prefixes to the words. Then use the words to complete the sentences.

un- in- im- un- in- im-
un- in- im-

___mature ___expensive ___safe
___modest ___visible ___common
___patient ___tolerant ___friendly

Don't climb the walls of that old building!
They're **unsafe**.

- 1 Jake is ___ in class. He always behaves like a small child.
- 2 Those mp3 players don't cost very much. They're quite ____.
- 3 I'm a very ___ person. I hate waiting a long time for the bus.
- 4 You don't see many of those birds here. They're quite ____.
- 5 Rebecca always says that she's really good at tennis. She's very ____.
- 6 We can't see those very small creatures. They're ___ to the human eye.
- 7 He's very _____. He never listens to or accepts other people's ideas.
- 8 They're incredibly _____. Why don't they smile and say hello?

Extend your vocabulary: the environment

- 3 Match the words in the box with the photos.

deforestation global warming
flood drought ice caps
endangered species



Build your vocabulary: suffixes -er and -or

- 1 Write the verbs in the box in the correct list.

act speak view conduct
edit paint create direct
sell produce

-er

-or

actor

- 2 Complete the sentences with nouns from the table in exercise 1.

Where can I buy tickets?

The ticket *sell*ers are at the door.

- How many people watched the new drama on ITV?
There were 2.3 million ____.
- Who wrote the first episode of *The Simpsons*?
Matt Groening was the ____ of *The Simpsons*.
- This picture is beautiful.
I think the ____ was Polish.
- How can we connect these two scenes?
The ____ will add some special effects.
- Is John in the orchestra?
No, he leads the orchestra. He's the ____.
- There were a lot of interesting ____ at the meeting.

Extend your vocabulary: film-making

- 3 Match the words in the box with the photos.

costume designer
camera operator
extras
make-up artist
film producer
sound engineer

1 camera operator



Build your vocabulary: synonyms**1 Match words 1–8 to the synonyms a–h.**

- | | |
|---------------|------------|
| 1 rich | a assist |
| 2 buy | b huge |
| 3 students | c wealthy |
| 4 try | d pupils |
| 5 living room | e attempt |
| 6 help | f glad |
| 7 enormous | g purchase |
| 8 happy | h lounge |

2 Use words a–h from exercise 1 to complete the sentences.

That artist earns a lot of money and she's very **wealthy**.

- Did you see that big tiger at the zoo? It was ____!
- There are at least thirty ____ in every class.
- I know the last question is difficult, but please ____ to answer it.
- They were very ____ when they bought the beautiful painting at the auction.
- We often ____ tickets for exhibitions on the internet. It's much easier.
- My glasses aren't in the kitchen. Perhaps they're in the ____.
- I sometimes ____ my father with his work.

Extend your vocabulary: works of art**3 Match the words in the box with the photos.**

statue vase mosaic mural still life stained-glass window frame tapestry

1 mosaic



2



3



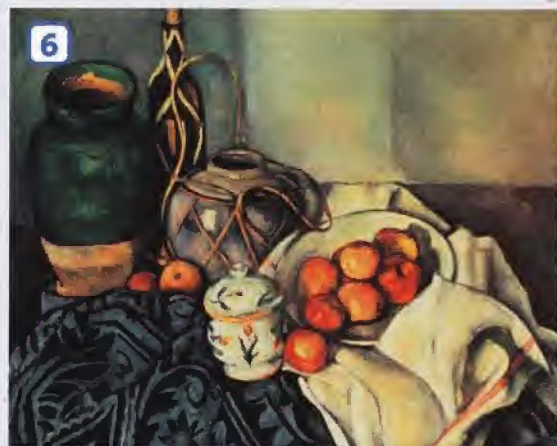
4



5



6



7



8



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